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ABSTRACT

A project assessed educational effectiveness of the Adult Proficiency Level (APL) Pilot Project in Area B of the Indiana Office of Occupational Development. Activities involved design of data collection instrument, sampling and data collection at all six educational classroom sites in Area B, and data analysis. Program strengths identified were good reception of the curriculum guide, Learning for Everyday Living, and accompanying workshops; dedicated teachers and aides; successful educational efforts of facilitators; high acceptability of Education Specialist, who coordinated the APL Program; cooperation between operating agencies; and individualized or small group instruction. These concerns were indicated: no system-wide methods of evaluating and reporting student progress, failure of activity cards, need for better means of communication, need for coordination of testing programs, no funds available to teachers for classroom supplies, no planning time for teachers, and no indoctrinating program for new teachers and aides. Data were not available for cost analysis of the project, but recommendations were made for instituting a system of data gathering and cost analysis. (Appendixes, amounting to almost four-fifths of the report, contain all interview summaries, readability analyses of the activity cards prepared by the APL Facilitators, and other materials to support study findings.) (YLB)

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A STUDY OF THE EDUCATIONAL BENEFITS FOR A PILOT ADULT PERFORMANCE LEVEL (APL) EDUCATIONAL PROGRAM WITH RECOMMENDATIONS FOR INSTITUTING COST ANALYSIS PROCEDURES IN THE FUTURE

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Presented to

State of Indiana
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and

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Operations Division

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CHAPTER I

THE PROBLEM, PROCEDURES, AND DEFINITIONS OF TERMS USED

Background

The Adult Proficiency Level (APL) Pilot Project was established in 1979 in Area B of the Indiana Office of Occupational Development (IOOD). This is a jointly funded program between the Indiana Department of Public Instruction (DPI) and the IOOD. Its basic purpose was to provide adult basic education at the "proficiency level," for citizens of Indiana who might otherwise not have the opportunity to participate in such educational activities. It is financed through IOOD (CETA - Title II-B) funds allocated through "balance of state" prime sponsorship as well as funds from the DPI Division of Adult and Community Education. A contract was executed for administration of the program through the El-Tip-Wa Area Vocational School (Logansport/ Cass County).

There are six (6) educational sites in operation at the present time. As with most educational programs of this nature the population tends to be highly mobile and sites can and are changed as student needs and population change. This is a joint venture and requires a great deal of interagency (ODC) cooperation with the teaching staffs of the different centers (DPI and local schools).

This project was designed to assess the educational effectiveness and analyze the basic costs associated with the

program. This was a pilot project; therefore, the study was also intended to provide information which might be used in establishing other centers throughout the state.

Methods and Procedures and Sources of Data

The purposes of this section were to describe: (1) the design of the data collection instrument; (2) the sampling and data collection methods used, and (3) the treatment of the data.

Design of the instrument. The instrument design was accomplished in the following phases:

1. Presently available data sources were examined. These included examining various reports and research studies (see Bibliography), reading in its entirety Learning for Everyday Living, visiting one ABE/APL site. During this visit the teacher was queried as well as the aide regarding their perception of the parameters of the program as well as any strengths and weaknesses they perceived.

2. An Instrument Development Team (IDT) was constituted, comprised of the following named individuals:

Mr. Clyde Allmon, Counselor
Ms. Shelby Aylor, County Representative
Ms. Debra Berkshire, APL Facilitator
Ms. Barbara Bevelhimer, ABE Director
Mr. Dave Burkett, Consultant, DPI
Mr. Bruce Burking, Project Analyst, IOOD
Ms. Karen Eppley, Education Specialist, IOOD
Ms. Jane Howey, APL Facilitator

Mr. Dan McFadden, Client Services Coordinator, IOOD

Mr. Ted McKnight, Consultant, DPI

Mrs. Wilma Ray, Teacher

The IDT was structured by those most closely involved in the project. These persons represented both DPI and IOOD in their interests.

3. The following steps were taken in seeking input from those most closely associated with the pilot project.

a. A preliminary, open-end survey was conducted. This survey sought to identify the "strengths" and the "areas of concern" of those persons directly involved with the APL Pilot Program. The results of this preliminary assessment were compiled and presented to the IDT prior to the meeting of the group on September 19, 1980. The basic document (compilation of responses) was used as a basis for the discussion which took place on that date, and for subsequent document preparation.

4. The IDT met at Wabash, Indiana on Friday, September 19, 1980. The meeting started at 9:30 a.m., breaking for lunch and continued through the early afternoon hours. During the meeting there was a frank exchange of views and certain basic understandings, or operating guidelines were established. The following points were agreed upon and supported by subsequent actions.

a. It was agreed that the study would be formative rather than summative.

b. There appeared to be several different views of the expectations of those present (IDT) concerning the outcomes of the study. It was agreed that a "modified" Delphi technique would be used to develop a "better" instrument to assess the educational effectiveness of the pilot program.

c. The proposed time schedule presented by the researcher was revised in order to accommodate the expressed desires of selected members of the IDT that the interview portion of the study would not begin until at least January, 1981.

5. Following this meeting the researcher visited the Peru Center on Thursday, October 16, 1980 and participated in one phase of the Adult Basic Education/Adult Performance Level (APL) Program with two students. The individuals involved (two Cambodian refugees) were engaged in the second phase of a hospital familiarization course. In addition to the two individuals being taught, there were in attendance the hospital's Director of Education (teaching the lesson), the minister's wife of the local church sponsoring the refugee couple (adjunct teacher), a former Cambodian nurse who served as interpreter (not licensed to practice in Indiana), and the researcher (observer). The program consisted of viewing a film dealing

with childbirth (the female student was pregnant), as well as a conducted tour of the delivery room and postpartum facilities. The researcher held a brief discussion with the APL teacher and aide at the class site prior to the visit.

6. On Friday, November 7, 1980, the researcher, in company with approximately twenty other persons actively involved in the ABE/APL Program in Area B, attended an all-day workshop session held in Wabash, Indiana. Each of the six program areas (counties) presented a description of work they were doing, and one program (Plymouth) presented a concrete example of a "hands on" educational activity (ABE's Hardware). Other reports were presented verbally and educational activities were described by the teachers and/or aides. Other reports were presented and an activity involving groups in making an educational collage concluded the day's activities. The researcher was asked, on extremely short notice, to present an overview of the study. This was accomplished. The formative nature of the study/report was stressed.

7. Following this meeting the researcher developed the tentative draft copy of the instrument for implementation of the modified Delphi technique (Travers: 322, 353; Orlich: 108-116). These instruments were mailed to all members of the IDT on November 17, 1980 (see 4b above) accompanied by a self-addressed, postage paid envelope with a request that the instruments be returned on or before December 1, 1980. In many cases this was not accomplished (the Thanksgiving holiday inter-

vened), therefore, the final draft copy of the instrument (Phase I) was delayed accordingly.

8. The interview instrument APL CURRICULUM PROJECT: Instructions to Interviewers and General Background Notes was then developed and mailed to each prospective interviewee. These "final" interview schedules were mailed in January, 1981. A copy of this instrument is presented in Appendix A.

Sampling and Data Collection. The following procedures were utilized in data collection:

1. The researcher visited all six of the educational classroom sites (one per county) within Area B (IOOD area identification) during the months of February and March, 1981. The researcher spent several days interviewing all available persons who were associated with the project. This included IOOD and local administrators, counselors, teachers, aides, and students.

2. Following the interviews each was reconstructed, as soon as practicable, using a tape recorder. These were transcribed and mailed to the interviewee for verification. In all instances where suggestions for clarification or complete changes were made in the interview by the interviewee these changes were incorporated in the data presented in Appendixes C, D and E.

3. A sample of convenience was used in all instances. While every effort was made to ensure the representativeness of the sample in all cases, it was based upon the availability of the persons present at the site on the day(s) of the researcher's presence at the site and the person's willingness

to be interviewed (sample of convenience).

Treatment of the data. All data were read by the researcher and subjectively analyzed. Perceptions were recorded and then synthesized into the analyses presented in Chapter II.

The methodology used in the cost analyses section (recommendations for instituting procedures) is presented within the contents of Chapter III.

Limitations of the Study

The limitations of any study utilizing the individual interview technique existed within this study. A further limitation resulted from the fact that the reliability of the data depended upon the accuracy with which the interviewee interpreted the questions and the accuracy with which the interviewer later summarized the response. This limitation was mitigated by the fact that the interviewee did verify the data prior to its inclusion in the appendixes.

A further limitation was imposed by the diversity of the programs offered in the several counties covered by the general definition "Area B." The educational (ABE/APL) program in each county was determined by the limits imposed by the teachers and staff as well as the desires of the students (this is also viewed as a strength - see Chapter II).

A "sample of convenience" was used for the choice of all interviewees.

Definitions of Terms Used

Several terms used in this study were defined as follows:

adult basic education: an instructional program for the undereducated adult planned around those basic and specific skills most needed to help him her function more adequately as a member of society. See fundamental education (2); teaching, remedial. (Good: 16)

adult performance level (APL): Adult students must focus upon those educational needs which will enable them immediately to function more competently in their daily affairs. (Learning for Everyday Living: iii)

a program of instruction designed to teach basic life coping skills in connection with academic skills to adults functioning at or below eighth grade level (APL Proposal-1980: unnumbered).

levels, teaching/learning activities: Level 1 in the new classification is comparable to reading grade level 0-8. In order to continue to distinguish between the former Level 1 and Level 2 students and materials, we will use the terms Phase 1 and Phase 2 of Level 1. Phase 1 = reading grade level 0-4; Phase 2 = reading grade level 5-8. (Learning for Everyday Living: 1)

program: (5) (adult ed.) a series of learning experiences designed to achieve within a specified period certain specific instructional objectives for an adult or group of adults. (Good: 442)

project: a significant, practical unit of activity having educational value and aimed at one or more definite goals of understanding; involved investigation and solution of problems and frequently, the use and manipulation of materials; planned and carried to completion by the pupils and teacher in a natural "real life" manner. (Good: 451)

(Researchers note: It is believed that program more adequately represents that which was observed and being studied, because APL (in most cases) and the study extend beyond the parameters of mere teacher-pupil project completion.)

test, general educational development (G.E.D. test): a comprehensive test usedprimarily to appraise the educational development of adults who have not completed their formal high school education: through achievement of satisfactory scores adults may earn a high school equivalency certificate, qualify for admission to college or more advanced educational or employment opportunities, or meet qualifications for admission to licensing examinations for certain occupations: tests are administered by official G.E.D. centers approved by state departments of education and also, to military personnel on active duty, through the U. S. Armed Forces Institute. See certificate, high school equivalency. (Good: 598)

Background Reading

A bibliography of selected readings has been provided for those persons interested in perusing the literature which provided the background material for this report. This bibliography is highly selective and not intended to be complete. Entries were included for their informational value, or because selected portions were considered when designing or reporting the results of this study.

Organization of the Remainder of the Study

This study has, in Chapter II, a presentation and analysis of the results of the individual interviews conducted as the basic data source. Chapter III presents the recommendations for instituting a system of data gathering and cost analysis procedures. The Appendixes contain all interview summaries, readability analyses of the "activity cards" prepared by the APL Facilitators, and other materials deemed necessary to support the findings of the study.

CHAPTER II

PRESENTATION AND ANALYSES OF DATA

The purposes of this chapter were to present the results of the analysis of the data gathered from the interviews with those administrators, teachers, aides, counselors and students (clients) in the APL Pilot Project conducted in IOOD Area B. The two major areas of classification were "strengths" and "areas of concern." In each classification specific points were identified and followed by discussion. Suggestions for improvement were offered where deemed advisable. Finally, suggestions for implementing this program in other areas of the state were offered.

Strengths

1. The curriculum guide Learning for Everyday Living, and the accompanying workshops, were well received by the majority of teaching staffs.

Discussion: While the use of the curriculum guide Learning for Everyday Living appeared to be somewhat "spotty" with regard to direct reference by teachers, their program development and implementation appeared to have a very direct relationship to this document. They appeared to get this through attendance at the workshops held at periodic intervals as well as reference to this document by the facilitators when working with teachers. In addition, ODC personnel mentioned the workshops as one way in which they gained a better understanding of the

total APL educational program. In several instances teachers made direct reference to the vertical (free materials) files that had been developed approximately 14 months earlier as a part of the workshop held at that time. These files are presently being updated through the efforts of selected teachers attending a workshop being conducted in Indianapolis (a concrete example of the effectiveness of this effort).

2. The teachers and aides are dedicated staff members who exhibit a high degree of professionalism.

Discussion: The strength of the staff is evident throughout the report. They exhibit a high degree of professional dedication to the program and its development. They recognize that it is difficult to differentiate between ABE and APL yet, in the application of instructional techniques they exhibit distinctions which are apparent in the ways in which they teach students. Their teaching methods vary, yet the results appear to be consistently high. They have a high degree of student support in these efforts. There appears to be a high degree of rapport between the educational staff and the ODC personnel. This is a joint effort and is, for the most part, highly successful. In some programs the infusion of a large number of refugees into the program has led to the emergence of an APL program which has helped these people adapt to American cultural patterns. In addition, these programs also exhibit a strong ESL (English as a Second Language) component. The teachers have shown a high degree of adaptability.

3. The ODC personnel, both County Representatives and Counselors, appear to be functioning in a highly efficient manner.

Discussion: In each of the offices visited the County Representatives and Counselors appeared to be operating together as a team to provide services to clients. They appeared to be following prescribed intake procedures when dealing with clients. When assigning clients to educational programs they appear to have a grasp for the outcomes they expect. There is a high degree of congruence between their perceptions and the clients' goals. In most instances there was a high degree of open communication between the ODC personnel and the educational personnel. There is a joint effort to maintain open communications regarding reporting student progress. In most counties a regular time is set aside for progress conferences.

4. The two facilitators' educational efforts in the classroom are well received by both the teaching staff and students.

Discussion: Both the teaching staffs and the students were universally impressed by the teaching and counseling efforts of the two facilitators. Throughout the interviews the recurring theme of "success" of the efforts of these two persons emerged. Both individuals exhibited a high degree of versatility in their approach to helping teachers augment their educational efforts in the classroom. Most teachers expressed the desire to have "more" facilitator time spent in the classroom. The facilitators also helped teachers develop a sense

of independence in working with APL through their "modeling" efforts.

5. The Education Specialist, released by the Area B Chief Administrator to coordinate the APL Program, has a high degree of acceptability among staff members.

Discussion: In many cases the success of the APL program appears to be the result of the driving spirit of this individual. It is recognized that any successful program usually bears the mark of a person or small group of dedicated individuals. This individual has provided a solid foundation that has permitted the APL program in this area to grow and flourish. In general, the procedures developed here have a high degree of transportability. Individual growth has been encouraged, and steady progress has been made. The staffs in the six-county area accept this individual's leadership. If any fault is to be found, it might well be that this person has been spread "too thin." One area that received almost universal acclaim was the area of the quarterly meetings which brought teachers, aides (in some instances), and ODC personnel (County Representatives and Counselors) together for exchanges of information and ideas with the "central office" operations personnel.

6. A high degree of cooperation exists between IOOD (CETA) staff and the educational agencies involved in the program.

Discussion: There appears to be a high degree of cooperation between the operating agencies (both IOOD and DPI). This cooperation starts at the top level with the "coordinating

committee" composed of administrators from the DPI, Division of Adult and Community Education and the IOOD officials in the Operations Division. This spirit of cooperation permeates the entire operation. It is evidenced at the operating level where open exchanges of information and help within the ODC offices and the education programs are regularly exchanged.

7. The instruction provided is a highly individualized or small group type.

Discussion: The highly individualized nature of the instruction provided emerges throughout the interviews with students. It is substantiated in the interviews with the teachers, aides and facilitators. The limited observations made while visiting sites also confirms this fact. The nature of the APL approach, as presented in Learning for Everyday Living, is carried out in practice. Open entry and exit are necessary for a program such as this to function effectively, particularly since the overall aim of the program is employability of clients. Teachers and others are dealing with a wide range of individual needs and abilities effectively. The types of instruction offered, from obtaining a driver's license to English as a Second Language, testify to the wide range of programmatic offerings--all tailored to individual needs.

Concern

1. There is no system-wide method of evaluating and reporting student progress in the various APL activities.

Discussion: There is no systematic attempt to ascertain the type and degree of student progress within the APL segment of the program. Entry testing and interest inventories are administered. The teachers communicate with the County Representatives and Counselors regarding individual students, and informal records are kept (these vary in degree of completeness by site), however, there is no system-wide attempt made to collect data. The resultsof student progress are not communicated to officials in charge. The Appendixes (B, C, D) to this study are full of individual "success stories" and these attest to the success of the APL program at the different sites, yet these successes are not communicated beyond the local level. The staff and teachers should develop a series of checklists and other "non-testing" forms of evaluative instruments. Learning for Everyday Living provides performance objectives (pp. 303-311) which match the various instructional knowledge. In addition, each Performance Objective has a list of Skill Objectives accompanying each specific instructional area. It might be prudent to use these Skill Objectives as a basis for developing instructional checklists. The results of student progress could then be "converted" to standard reporting format. In this way the students, teachers, counselors, and administrators (both

local and state) could be appraised of the progress of the students.

The decade of accountability for the expenditure of public funds for educational purposes is upon us. In the public schools we have CAPPS and elsewhere we have all forms of other measures of student progress being utilized. Within the ABE program the number of GED's earned in a given year is reported. The APL segment of this program must come up with some form of evaluative criteria to assess student progress in some measurable, system-wide (not necessarily "standardized") manner. It is the opinion of this researcher that if this is not accomplished immediately the program may well die for lack of financial support. This effort may (should) accompany the development of a fiscal accounting mechanism (see Chapter III). The bibliography in this study contains several selected references which may be of value in instituting such a system-wide method of reporting student progress.

2. The activity cards are failing to fulfill their intended function.

Discussion: The activity cards, now reported to be in excess of 100, do not appear to be receiving the high degree of usage intended when they were devised. The basic intent of these cards was to be used to assist the teachers (L-1, P-1, green cards) and to enable the students to work independently (L-1, P-2 yellow cards; and L-2, orange cards). The readability

level of these cards, particularly at the lower and middle levels is, on the whole, too high. Examination of the data presented in Appendix F, Tables 1, 2 and 3, dealing with the measured readability level of these cards will confirm this fact. Alternatives to the production of cards might be the purchase of materials for teachers--or giving teachers certain funds for the purchase of materials that best meet the needs of their program. This degree of individual autonomy would be in keeping with the intended degree of freedom and individuality intended in the program from its inception.

3. Better means of communication needs to be developed to share new and innovative program ideas.

Discussion: With the exception of the quarterly meetings held to share ideas, the personnel in this program have little awareness of what others are doing. They have little basis for comparing and sharing successful (and unsuccessful) teaching ideas and strategies. Middle level administrators do not know what is going on in the field. It is recommended that a form of monthly newsletter, written by and for staff members, be instituted. Intervisitation between teachers and other staff members should be encouraged (and funded). If innovation is to be encouraged, and it has been, some form of recognition should be instituted--and sharing of achievement is an excellent form of reward.

4. An attempt should be made to coordinate and consolidate the testing programs between the ODC offices and the educational sites.

Discussion: At the present time there is a high degree of duplication of efforts in the area of initial testing of clients (students) when they enter the program. The ODC personnel follow their prescribed entry procedures. The educational personnel do not receive all of the data (in some cases because of legal limitations), and they test the student again. It is believed, through closer communication and a better understanding of the needs of each program, less testing need be done. This duplicate testing appears to be a needless expenditure of time and funds.

5. Teachers should be given a small amount of money each year for the purchase of classroom supplies.

Discussion: Teachers have been purchasing supplies from their own pockets--or doing without. They should be given a small fund each year with which to purchase supplies for teaching. (These funds need not be large, but they should be available. They are the type that usually are available in the public schools because of PTA/PTO efforts.) Two instances should suffice: If a teacher wishes to do a unit on "American cooking" for a group of Vietnamese refugees, money should be available to purchase the necessary foodstuffs to properly conduct the demonstration lesson. If a teacher wishes to purchase a workbook of spirit master stencils to produce worksheets,

money for this purchase should be available.

6. Time should be provided for teachers to do necessary planning and conferences.

Discussion: Because of the highly individualized nature of the APL program, as well as the high degree of community involvement in the program, teachers find themselves doing a great deal of individual planning. In addition they should (if they are to fulfill the aims of the program) be out in the local community making contacts to either obtain help with the program or obtain help for individual students. Necessary instructional time should be provided for this effort.

7. That some form of systematic indoctrination program be provided for new teachers and aides joining the program.

Discussion: New persons joining this program had a feeling of not belonging, and in some cases of not understanding what was expected of them. Those persons who had been with this program from the outset had a strong sense of proprietorship, however, this may have led those more recent members of the staff to have a feeling of not belonging. A systematized method of on-the-job training and a full explanation of the expectations of the program and the administrators should be accomplished.

Summary

This is basically a sound educational program based upon an effective system of counseling and teaching. The curriculum

guide Learning for Everyday Living provides an excellent medium for strengthening the instructional component. This pilot program, while limited in scope, has the potential for serving the educational needs of persons in all areas of the state. The identified weaknesses are, for the most part, of the type which can be corrected with ease within the already existing teaching and administrative structure.

Suggestions for Implementing APL Programs in Other Areas of the State

Based upon the findings of this study it is recommended that the following steps be taken, if the APL program is to be instituted in other areas of the state.

1. That Learning for Everyday Living be used as the basis for the instructional program. While individuality should be encouraged, a program of instruction needs a strong foundation upon which to build. This guide offers such a foundation.
2. That a strong pre-service training module be developed. This should take the form of workshops with a high degree of experienced teacher involvement. In addition, the new teachers should be afforded the opportunity to visit on-going instructional sites.
3. Instructional and fiscal accounting procedures be incorporated as a part of each program as it is instituted. That these reports be submitted on a regu-

lar basis and that some form of "accountability" be established.

4. That some form of additional help be provided teachers (e.g. facilitators) to assist them with implementing classroom instruction. These individuals should provide strong models for teaching behavior. They need not concern themselves with administrative matters, but concentrate upon instructional implementation.

CHAPTER III

COST ANALYSIS

In the state's annual program plan covering guidelines for adult education, it is noted that the "ideal" elements of a program of instruction include assessing the program's effectiveness. It is the feeling of the evaluation team that cost analysis is an important element of an assessment of effectiveness. Accordingly, it was our intention to include a cost analysis of the Adult Performance Level Project if appropriate data were available.

We have concluded that these data are not presently available. However, in light of the DPI's program for continued periodic monitoring and evaluation and its determination that "recommendations become the basis for follow-up assistance to the program," we are providing suggestions with respect to future data needs.

1. Cost-Effectiveness. Cost-effectiveness analysis is a tool used to assist educational decision-makers in choosing among alternative courses of action and to evaluate courses chosen as they attempt to select, organize, and evaluate the most efficient use of educational resources.

In conducting cost-effectiveness analysis, the objective(s) to be attained must be identified, the various alternatives which would lead to attainment of the objective(s) must be considered, and the price of each alternative must be determined.

Cost-effectiveness analysis implies that the assessments will be made on the basis of certain efficiency criteria. The purpose of cost-effectiveness analysis, then, is to aid the decision maker in drawing conclusions among feasible alternatives on the basis of least cost and greatest effectiveness.

While there is no universally accepted analytical framework or set of procedures, a number of basic models have been developed in the last decade for conducting cost-effectiveness studies. (Please see bibliography). The developed models have served to set out the necessary components and critical dimensions of a cost-effectiveness research effort.

With these models in mind, we would suggest that APL administrators be cognizant of the following phases of cost-effectiveness analysis and that data--as indicated--be gathered in the future in order to perform this analysis.

Phase I - Identification of Objectives. It is important to have a clear understanding of the project's objectives. Given the nature of the APL Project, the identification of objectives has obviously required careful attention to the individual needs of the students. Once the objectives are clear, it is necessary for purposes of cost-effectiveness analysis to determine quantifiable measures of the objectives. Examples might include:

- improved performance as indicated by pre- and post-tests.
- successfully achieving a goal such as obtaining a driver's license.

- exposure to instruction or educational materials through contact with students (contact hours).

Data by client, by site, per unit of time should be obtained relative to these objectives, and should be separated from other ABE data.

Phase II - Identification of Alternative Approaches. It may be that project administrators would like to assess alternative methods of achieving the project objectives. For example, alternatives to the "card file" approach may be analyzed. It would be necessary to identify and investigate these methods in sufficient detail to permit costing of each.

Phase III - Costing of Alternatives. Accounts should be kept in such a way that individual inputs (individual personnel, equipment, travel, etc.) can be costed--preferably by individual site. Cost estimates would be required for untested alternatives. APL costs should be separated from other ABE costs.

Phase IV - Assessment of Performance. The evaluator will provide expertise in this area, however, the quantification of "efficiency criteria" will require the accumulation of the objective measures discussed under Phase I. These criteria will usually take the form of various productivity ratios such as contact hour per pupil per dollar of cost. The idea is to assess performance with respect to desired objectives.

2. Cost Comparisons. With respect to cost comparisons, the costs associated with the APL Project obtained in the cost-effectiveness analysis would be compared to costs of the

regular ABE Program at a sampling of sites, and where appropriate to the costs of traditional elementary and secondary educations. The ability to make these comparisons, then, will require that comparable data be obtained for the regular ABE Program. Cost per contact hour is a commonly acceptable measure--and fairly easily quantifiable--that would permit comparison of the APL Project with more traditional educational methods. Records of contact hours should be separated by site and, if possible, by client.

It is our feeling that while efforts to accumulate data required for cost analysis may involve additional record-keeping, the additional benefits accruing in the evaluation process exceed the inconvenience and costs.

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APPENDIX A

APL CURRICULUM PROJECT

Instructions to Interviewers

and

General Background Notes

Prepared by

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January, 1981

Background and Instructions:

1. We will attempt to interview selected DPI and IOOD officials, all administrators in charge of ODC's, the LEA's in charge of the (ABE/APL) program in each area (county), all County Representatives, selected ODC counselors who assign clients to ABE (APL) centers, all teachers and aides, and a selection of students enrolled (pursuing) in the ABE program and pursuing APL activities and in attendance on the day(s) of the site visit(s) (samples of convenience).

   You should seek the assistance of the counselors and teachers in having former students available for interview (four or five if possible) during the time of your site visit. You should also interview students (clients) presently enrolled in the program. One difficulty you may encounter is the identification of APL students. The teacher and/or aide should be used to identify these students. You should seek to obtain sex and ethnic balance if possible (or proportionality as reflected by enrollment figures). Discuss the sex and ethnic ratio of the enrollees in the program with those employees you interview. The teachers, aides, and counselors are probably your best sources of these data.

   Important: You should set up the interviews with the students through the teacher and/or the County Representative. Make an "approximate time schedule" in order to utilize your time most effectively. If you find you cannot keep your appointments telephone the person(s) involved and so inform them. Attempt to reschedule the appointment.

2. The interviews should take place on site. You should schedule (make tentative arrangements for) through telephone contact. You will be provided with a list of all persons (except students) who you should try to interview. You will be provided with a telephone credit card -- use it for all long-distance telephone calls.

3. I have been assured of the cooperation of all personnel by the appropriate DPI and IOOD officials (see appended memos).

4. Interviews will consist of in-depth conversations with the persons identified above, contained on the personnel lists provided. Notes should be made during the interviews on the "interview schedules" (provided) and then recreated on tape (from notes) as-soon-as-possible following the interview. Each interview will be recreated (tape recorded) separately. The recreated interview (following editing for grammar and syntax) will become a part of the study and included in the appendix. If you find a need to clarify points, following a perusal of your notes, please attempt to do so before you leave the site. If

this is impossible please make a person-to-person telephone call to the individual at your earliest convenience. Indicate all clarifications in your notes and include them in the summary.

Interview Schedules:

The following questions and explanatory notes are intended as guidelines. Interviewers are expected to enlarge upon any areas (questions) which appear to be relevant to the study. This open-ended interview technique is intended to explore the many facets of the APL program as it operates in the area.

S = Student form

P = Personnel form

These forms are intended to be compatible.

Please note that the "S" and "P" forms of the question are stated in compatible language. Interviewers are expected to interview students in the "vernacular."

1. S How did the student (client) first become involved in the APL program? (e.g. Were you asked to become involved, or were you told to participate? If told, by whom?)

   P How do students become involved in the program?

   This question is designed to elicit the step-by-step procedures followed by the different persons, who are associated with the different agencies, at different operational levels of the program. Some standard procedures (may/will) emerge as well as differences between and among programs. The personnel and student perceptions may be the same, as well as some differences may be perceived. Explore the procedures in depth, and if you feel you don't understand, continue to pursue the matter until you are satisfied. Do not compare data (programs) with the individual interviewees, this may make them feel uncomfortable. Your role is to obtain data -- not make value judgments. This study is formative NOT summative

2. S What types of everyday skills did you want to learn?
   How did you decide what you wanted to learn?
   Who decided what you should/would learn?
   What are some of the things you are doing at the ABE Center now?
   What do you want to study after you finish what you are now doing (goals)?
   Are you working toward what you finally want to study? (goal achievement)

P What does this person (interviewee) expect the students (clients) to gain from the ABE program?
How are these expectations being achieved? (implemented)

There may be several sets of objectives in operation within the total parameter of the ABE program. Please try to explore the following facets of the program with each interviewee.

1. The differences between GED and APL approaches. Implementation. Outcomes. Objectives.
2. The use made of Learning for Everyday Living.
3. The use made of Activity Cards.
4. Other sources of help.

It is believed that all of the above enumerated facets of the program can be explored with both students and personnel. The level of the discussion language will be different, yet certain inferences can be made. Later, upon analysis of the interviews, it should be possible to associate certain goals and objectives from Learning for Everyday Living, the Activity Cards, and the Project Proposal with each other.

3. S How long have you been studying (working) here at the ABE Center?

P How long are students "normally" enrolled in the APL Program?

This question is an attempt to ascertain the length of time it takes individuals (and groups) to attain certain objectives (individual goals and progress). It may also be a matter of establishing the validity of responses, particularly if the student has been enrolled for a relatively short period of time. The time factor will emerge -- hopefully -- from the pattern of responses. The teacher, in identifying students for interview, should (be asked to) make reference to the enrollment time of the different students.

4. S Do you like this way of learning (everyday skills)?

P What do you perceive as the major strengths (area(s) of satisfaction) with the APL program?

In this area be sure to seek "success stories" from the teachers and counselors -- as well as areas in which students perceive themselves as being successful. This question may also serve to identify areas in which there may be exportability between programs. Please try to identify specific factors which the interviewee believes contributed to this success. Be specific, avoid generalities.

Attempt to identify the criteria for identifying success (e.g. attainment of an objective, specific action on the part of a student, etc.) which later may be linked to the objectives in Learning for Everyday Living, Project Proposal-1980, or the Activity Cards.

5. S Are there things you don't like about this program? (with this approach to learning?)
What are these?
How could this program change and become better?

P What do you think needs to be improved in the program? (areas of concern) (See Appendix F: 2)

All programs have areas which can be improved. Try not only to determine areas of dissatisfaction but solicit suggestions for improving the situation. Those persons at the "operating level" often can see possibilities for improvement which are not perceived by their supervisors. Suggestions should be solicited and carefully noted.

6. S Any other areas that the student wishes to develop? (general or specific)

P Any other area that the interviewee wishes to discuss? (general or specific)

This item is included in order that any "loose ends" developed during the interview can be explored. It also affords the interviewee an opportunity to introduce any item(s) of concern to him/her at this time. Points developed that do not fit into any of the above categories can be included here for reporting purposes.

Questions for Personnel Only:

1. P How do you relay information about student progress as well as overall program development?
How frequently is this accomplished? How? When?
To whom is information transmitted?

Here it will be necessary to define relationships (e.g. teacher-student; counselor-teacher; aide-teacher; etc.) and then explore the methods of communication, both informal and formal. This question is directly related to the goals question, but is in a more concrete form. It requires precise definition of that which is communicated and the manner in which the communication is accomplished.

2. P What are your specific criteria for defining student success in this program (Converse: lack of success)?

It is assumed that each person associated with the program has "specific criteria" for personal definition purposes. While these may be unwritten, and often are expressed as "feelings," they can, upon skillful questioning, be precisely defined. One of the purposes of this study is to identify these criteria and commit them to written form.

3. P Will you share with us (others) any forms relating to the APL program that you may have developed?

Many times individual persons and units within a program have developed forms and other printed matter to effect communication between and among various operating levels. Please obtain copies of these forms in order to help us better understand the parameters of this communication effort.

4. P In what ways were you involved in this project from the beginning?
How has your role changed?
How do you feel (believe) you have functioned as a part of the implementation team?

These questions should be asked of all persons, however they will probably be of more use when interviewing the "older" members of the program.

5. P Have you had the opportunity to participate and give input into the total program development?

Seek specific examples of the type of input furnished. Also, attempt to determine specific outcomes.

6. P Do you feel (believe) that your ideas, comments, concerns, suggestions, etc. are seriously considered and used (incorporated) in the overall program goals?

Here you may be able to relate the interviewee's response to the program goals as presented in Learning for Everyday Living as well as the APL Proposal-1980.

7. P Do you feel (believe) the APL program has been sensitive or insensitive to your unique county needs? How? Has flexibility been encouraged?

In addition to determining the answers to the above questions you will have to determine what the respondent believes are the unique needs of the particular (county) program. Also attempt to determine how these needs were determined.

8. P How do you feel about working with another agency in close cooperation?
Are there any advantages? Identify some of them.
Are there disadvantages? What can (should) be done to change the relationship?
Do you feel (believe) that either the advantages or disadvantages overshadow (outweigh) the other?
Which ones? (please identify them)

This series of questions should explore the whole area of interagency cooperation from the viewpoint of the "operating level" personnel.

Explanation of Purpose

Stress that the purpose of this study is to gather information relating to the initiation and implementation of this pilot, jointly-funded, cooperative effort, APL program. The study is intended to discover areas of strength and capitalize on these. When an area of concern is mentioned seek suggestions for improvement and modification. The purpose of this study is not comparative or summative, it is formative. Stress that the results of the study will provide needed data to the DPI and the IOOD for possible statewide implementation of APL programs as well as important feedback for those persons participating in the pilot program.

When conducting your interviews please attempt to put all persons at ease. Explain your purpose and establish your creditability. We will have provided all persons (except students) with copies of Instructions to Interviewers (this booklet) as well as the interview schedule itself before you arrive for your interview. These will have been mailed via first-class mail. When you call to make your appointment inquire if the person has received this booklet. If not please mail another to them at once. The list of prospective interviewees has been provided by the appropriate administrative officials. This study has the full approval of the DPI and IOOD. All persons have received copies of one of the two memos appended to this booklet.

This is a highly innovative program entered into cooperatively by two state agencies, the Indiana Office of Occupational Development and the Indiana Department of Public Instruction. It is designed to provide an educational opportunity to persons who might otherwise not have this level of instruction made available to them.

Distribution of the completed study will be through the appropriate office of the Indiana Department of Public Instruction, Division of Adult and Community Education.

Always be truthful (but not overly blunt) in answering questions put to you by interviewees. Avoid comparisons when answering questions. Such comparisons may or may not appear in the final

report -- but if they do it will be only after careful analysis of the data and a thorough discussion of their impact on the total program. You are engaged in data collection at the time of the interview. The analysis stage comes later. Please refer all questions you are unable to answer to C. R. DuVall, Research Consultant. Encourage the person raising the question to place a collect telephone call to me at that time -- or later if they prefer. A quantity of my business cards will be provided each interviewer, as well as attached to each copy of the booklet Instructions to Interviewers.

Record your recreations of the interview as-soon-as-possible following the interview. Organize your recreations following the questions on the interview schedule (Questions 1-k). Record each interview separately--do not consolidate or summarize at this time. Your reports of the interviews will be transcribed and returned to you for necessary verification and editing. Following this editing process the interviews will be typed in final form for inclusion in the appendices of the study. At that time data will be grouped logically. Individuals will not be identified (e.g. Use Student: Sharon K; Teacher: Mrs. W.) however the six different programs will be identified by county. Retain your original notes.

The research team will read all first draft interviews for the entire study. The team will attempt to identify "strengths" and "areas of concern" for the program. The identification process should represent concensus--not necessarily unanimity. In addition the channels of communication and the manner in which data are recorded and transmitted will be identified.

Following this meeting the chief research consultant will complete and edit the final draft of the study. If there are concerns in any area individual team members or the entire team may be contacted for clarification and advice.

The study will then be printed and distributed.

Charles R. DuVall, Research Consultant, assumes full responsibility for the contents of the report.

Analysis will be primarily subjective. Limitations of the study will be identified and comparisons will be made only where comparable data exist.

The basic organizational pattern will be "strengths" and "areas of concern." Repeat -- this is a formative study.

Proposed Time Schedule

Publication of Instructions to Interviewers and mailing to all persons involved in the study - January 10, 1981.

8. P How do you feel about working with another agency in close cooperation?
Are there any advantages? Identify some of them.
Are there disadvantages? What can (should) be done to change the relationship?
Do you feel (believe) that either the advantages or disadvantages overshadow (outweigh) the other?
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This series of questions should explore the whole area of interagency cooperation from the viewpoint of the "operating level" personnel.

Explanation of Purpose

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Distribution of the completed study will be through the appropriate office of the Indiana Department of Public Instruction, Division of Adult and Community Education.

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Interviews - January 15 -- March 1, 1981.

Preliminary assessment of data by team - March 15, 1981.

Preparation of final report (draft copy) - April 15, 1981.

Proofreading, printing, binding completed - May 15, 1981.

Transmission to appropriate DPI officials - No later than June 1, 1981.

Contract date for completion - June 15, 1981.

NOTE: This is a very tight schedule. It will require the cooperation of all persons involved in the study meeting their obligations. We must adhere to this schedule in order to comply with the terms of the contract.

APPENDIX B

SUMMARY OF INTERVIEWS WITH APL STUDENTS ENROLLED IN ABE PROGRAM IN SIX COUNTY AREA

Summary of the interview held with Student "D" at Site "A" on Monday, February 16, 1981.

1. The student did not indicate the way in which he had become involved with the program. However, conversation with the teacher indicated that he had been assigned to the program by the court. He had previously been incarcerated. Student did indicate that upon enrolling in the program, he had been administered math and reading tests and indicated that he was proceeding with his studies at what he considered to be a satisfactory rate.

2. He indicated that his basic desire was to improve his reading skills, as well as his math skills, with the eventual aim of working either as a body repairman or with auto engines. He indicated that he had a 1954 van which he had overhauled himself, had over $500 invested in parts, and was quite proud of the work he had done. With relation to the APL program he indicated that he had participated in the measurement unit which the teacher had done and was quite interested in pouring water. He indicated that two marked tablespoons held unequal amounts of water. He further indicated that this indicated the necessity for checking various measures before simply accepting them at face value. Subject also indicated that he would like more of the same type of work in class.

3. The subject indicated that he had been a member of the class for approximately six months.

4. The subject indicated that he very much liked the method of instruction, felt that he personally was learning a great deal, and wished to continue in the program. The subject indicated a strong desire to advance himself in the National Guard. He was quite active in the Guard and wished to advance beyond the rank of Spec 4 and in order to accomplish this he needed a GED diploma. This reference to advancement in National Guard continued and was present throughout our entire conversation. Additionally, he indicated that he particularly liked this ABE/APL program because the teachers and aides took each student aside and helped them at their own level.

5. The only shortcoming that he could see with the program was the fact they did not permit you to smoke in the classroom and because he did enjoy smoking he left the classroom several times during the course of the day to have a cigarette and this caused him to lose class time. He wished that they would permit smoking in the classroom.

Summary of interview held with Student "J" at Site "A" on Monday, February 16, 1981.

1. The student indicated that he had come into the program through the ODC Center downtown, that he had taken tests both downtown and when he arrived at the class site.

2. J. indicated that his desire was to obtain the GED and to get a job. He was a more mature individual, being over thirty years of age. He stated that he was not now working; he had formerly done both roofing and carpentry

work, but he really wanted to get inside now because he felt he was too old to go jumping around on roofs. J. was quite interested in the career booklets which were available and also in the program which he was reading. We discussed at some length some of the materials he had been reading and upon returning to the classroom I scanned these briefly and it was my judgment that he had been obtaining quite a bit from his reading. We discussed in some depth his perception of what he was doing in math. He seemed to think that division was, as he put it, "a snap"; while multiplication was "a spooky subject." He also indicated that he was a little on the shaky side of English, but he was working very hard with his nouns. He appeared to have a very good idea of his strengths and weaknesses and it would appear that the application of APL in the area of career awareness while applied on an individual basis in this case was quite apparent and appeared to be having a pronounced motivational effect upon the subject.

4. The subject indicated that he greatly liked this way of learning at his own pace. He also felt that it would enable him to work with his own "kids" at home. He indicated that he had one youngster five years of age who was in Kindergarten, another three, and another one month old, and that he hoped to gain a level where if his youngsters came home from school he could help them some with their work. He also indicated a very high level of self-esteem--particularly through the use of some of the career booklets which he had been studying; and as he put it, "thinking on."

5. He indicated a high degree of satisfaction, no dissatisfaction, and was very high in his praise of both the teacher and the aide.

Summary of interview held with Student "F" at Site "A" on Monday, February 16, 1981. (F. was a member of the evening class.)

1. F. was really not sure when she came to the class nor the procedures that were followed. She did state that she had been a member of this class for a very long time and was studying math and vowel sounds.

2. F. had participated in many of the APL activities. She described in some detail the experience in comparative shopping. She remembered that she was to shop alone and to compare prices. She mentioned that since that time she had gone to the store by herself, had bought cereal and green beans. She even pointed out that Yorktown Green Beans were cheaper than Marsh's. (Marsh's is a house brand in the town which the program is located.) She also mentioned that she hadn't been able to shop alone because her brother went with her and was always yanking on her arm. She stated she didn't listen to him; she bought what she wanted. She also mentioned that when she bought bananas she bought green bananas so they could ripen and her brother always wanted to buy the ripe bananas that didn't last as long. F. further described the mapping exercise in which she participated, and she remembered that there were always two highways between each point and that they were measured in miles and that it was called distance between each city. F. does not drive; her father drives her, and she said she thought it was interesting--the map exercise. She stated that she had been attending school for a long time.

3. Again, she stated she had been attending school for a long time. She had attended the afternoon class, but now she was attending the evening class because it worked in better with her father's schedule of work so that he could bring her and pick her up.

4. She said she really does like everything about the program. She has no complaints.

Summary of interview held with Student "B" at Site "A" on Monday, February 16, 1981.

1. B. stated that she had found out about the program through her friend who had brought her in. When she came in, she filled out the forms, was given the tests. She stated that she believed she was reading at about the 4th grade level and she was studying math.

2. She had studied about government law and then she had studied the questions for her driver's license. When she felt she was ready, she went down, took the written portion of the driver's exam and passed it the first time. The driving portion of the exam she had not passed. She was doing her driving experience with her mother; she ran a stop sign during her first test and has to go back within the next two weeks to take her examination. She said in math she was studying decimals and percentages, making change and counting change. She also mentioned she is only 16 years of age, shortly to be 17; and she must be 18 to take her GED examination. During this discussion she also mentioned the measuring unit which had been taught as a part of the APL instruction. As another part of the APL instruction, in general conversation, she said that she helped her mother fill out the tax forms for the first time.

   Another APL function which she studied was the banking. She said she now has a checking account and she said before she took this unit she really would have been afraid to walk in the bank, but now she's not worried. She said, in addition, she helps her mother with her checking account, particularly in balancing it.

3. She had been in the program since (approximately) September 1980, or a period of approximately six months.

4. She found this method of learning certainly different from theregular school. She felt that the teachers helped her a lot. She enjoyed doing science and different "things" such as that; yet she said she did miss the lab sessions that she'd had in high school. She likes to go at her own speed; she feels that this certainly makes up for any lack of lab facilities.

5. She stated that she is most satisfied with the program and the way it is.

Summary of interview held with Student "E" at Site "A" on Monday, February 16, 1981.

1. E. stated that she had come into the program through the ODC and had taken the small battery of tests as well as the other prescribed procedures.

2. She reported taking the comparison shopping exercise which had been taught by the Facilitator, and she also used the newspaper for comparison shopping and tried to buy the cheaper brand of merchandise. She did point out that she was somewhat limited in her choice of stores because she didn't drive and had to get a ride to the store when she wanted to go.

   She was not presently engaged in her Driver's License test because she had

no access to a car for driving practice. She hoped that her boyfriend would let her use his car for practice. If he did, she planned to study for the Driver's test.

3. E. reported that she had been attending the school since September.

4. E. felt that this was getting a great deal from the school, was just great and was doing her a lot of good, and she had made several new friends while attending.

Summary of interview held with Student "S" at Site "A" on Monday, February 16, 1981.

1. S. stated that she had come into the program because of a disability and was presently an ODC client and had taken the standard battery of tests as well as job readiness training.

2. She had participated in the unit on comparison shopping and she understood that some places must be cheaper and that you had to look out for the size. We discussed the newspaper ads which she used a great deal and the use of coupons. She was quick to point out that coupons were very good if you needed the item, but sometimes they might get you to buy an item that you didn't need just because it was cheaper. Shirley also had used the class to obtain her driver's license. She said that she had gotten a great deal of confidence in learning to take the test before she went down, which she passed. She did not, however, pass the driving part of the test. She said she had learned to drive behind the wheel with an ex-boyfriend, and she'd failed to stop at a stop sign and that had caused her to fail. She had not returned and taken the test a second time.

3. S. had been attending the school since prior to its move in its present site, which made it in excess of six months.

4. She stated that she was quite pleased with what she was learning at the school; thought it did her a lot of good, and as she said it, "it put something in her mind, and that was just great."

5. She had no negative comments about the program.

Summary of interview held with Student "H" at Site "A" on Monday, February 16, 1981.

1. Student indicated that she was on the ODC waiting list and had simply come on over to the class and enrolled. The student indicated that upon enrollment, she had been given a series of tests to find out what she needed to study. These tests consisted of English, math, and reading. She indicated that in English she was presently studying nouns, adjectives, and pronouns. In math she indicated that she had been studying decimals.

2. H. indicated that she had not finished school having dropped out in the 12th grade and her aim was to get a GED diploma.

3. H. indicated that she had been enrolled in the program for approximately one month.

4. She indicated that she particularly liked the ABE program inasmuch as

she was permitted to move at her own speed and work on subject at the time that she wished to do so, and she didn't feel pressured by any schedule.

5. She indicated that there really were no areas of likes and dislikes. Insofar as the APL component, the student really had not been involved in this because she was already at approximately the 12th grade level when she quit school and through using the program primarily to brush up her skills prior to taking the GED. The student did indicate that her eventual desire was to obtain LPN type work. She felt that she had a very strong desire to work with people, and she didn't think that she was particularly good with paperwork. In addition, she indicated a very strong support of the teaching staff and the help that they had given her--in many cases just to be there to talk when she needed it and to give her advice, and as she put it, "a friendly ear."

Summary of interview held with Student "A" at Site "B" on Tuesday, February 17, 1981.

1. A. is a Laotian student, a former wife of an Air Force enlisted man, divorced mother of two children. The father has the children. She started in the program; she wasn't sure when, to learn English. She recalled taking the tests in reading and math and writing.

2. The skills that she had learned--she had done the banking unit, does have her own savings account. Her job is with a local restaurant and she is making $2.50 per hour working approximately twenty hours per week. She also recalled working with the comparative shopping and she stated that she felt that she was doing better with her limited funds.

3. She stated that she had been with the program approximately two months, but then she wasn't sure. In an effort to determine her grasp of time, I talked about age. She stated that she was 29 on the books, but she was really only 26 because her husband didn't know how to count Laotian.

4. She stated her primary aim was to learn English; that she really would like to get an American high school education. I asked her if she meant a GED diploma; she wasn't quite sure what that meant, but I then asked her if she wanted to get this American high school education--this school, she said yes. So it is to be presumed that her goal is the attainment of a GED. A more immediate goal for her is to obtain an American driver's license. She has not as yet taken the written portion of the driving exam because, I believe, the teachers don't feel she's ready.

5. She felt that one of the major weaknesses of the program was that she wanted a better job. She was quite unhappy with the rate of $2.50 an hour she was being paid. She expressed this several times in very, very explicit terms, and her basic unhappiness with the rate of pay came through repeatedly.

Summary of interview held with Student "J" at Site "B" on Tuesday, February 17, 1981.

1. J. stated that he had been in the program one time before, had quit, moved to Michigan, then returned to the town and was reenrolled in the program.

2. He had the banking unit and had established a savings account. He was taking the first aid course at the present time and he also had done some

work in filling out applications for various positions. His ultimate aim was to obtain a GED. He thought he might be ready to take the exam in one or two weeks. However, at this point he also mentioned that he had recently had an auto accident in which he crashed a truck into a telephone pole while he was intoxicated, and he wasn't quite sure what his legal difficulty was going to do to his educational career. He was in Job Readiness. He was a janitor in the National Guard Armory and had been in that position for six weeks. He was working at his O.J.T. position when he was not attending school.

3. He felt that he had been attending the program for the second time for a period of approximately three months. He said he had come in voluntarily for the first month until he had been processed through the ODC office and then had been placed on a paid status for the last two months.

4. He felt that the strength of the program was that he was learning a great deal. It was quite practical and a lot easier and didn't involve nearly as many books as the high school program in which he had been enrolled. He actually stated that he was getting less books and more education--in his opinion.

5. He felt that he'd like more activities of the type they were doing and he also felt that he wanted some interview practice for a job.

Summary of interview held with Student "A" at Site "C" on Tuesday, February 24, 1981.

1. A. stated that when he entered the program he had been tested at the ODC office and then he came in and the teachers administered tests to him to determine what books he needed. He said anytime he needed help on his book work, he got help from either of the teachers. In math, he was working on algebra, and he was reading in social studies to get the main ideas about paragraphs and making judgments.

2. He had participated in the map study APL exercise. He had drawn a map on how to get to the hospital. He felt that this was a great deal of help to him inasmuch as his wife had been pregnant and that this made sure that he didn't get lost when he took her to the hospital to have the baby. He said he also drew the cards on map studies and answered questions, and also he had learned to read a train chart or timetable. He had also started on the income tax unit just the week I was visiting. He did not have a driver's license; he was working on the test for the driver's license; and hoped to take it this week, but he had no practical driving experience because the roads were bad. (This response did not agree with his previous answer on helping him get his wife to the hospital. It is presumed that he is driving without benefit of a license.)

3. He's been enrolled in the program two to three months. He had dropped out of high school in 1978 as a junior.

4. The program helps you to get the skills that you need in order to obtain a job and work. He also added that the program helps him get additional hours. He is on work-study and he particularly liked working with the teachers he had.

5. He wanted to get more hours--something like five a day. He was in Job Readiness and had participated by going to Logan and participating in

group work that took place there which was constructive disagreement--I believe--and he had played the role of a gas station attendant. He thought this was quite helpful and when asked what he had learned, it was that when the boss was bawling you out, you shouldn't get excited and pop him.

Summary of interview held with Student "S" at Site "C" on Tuesday, February 24, 1981.

1. S. was most open--stated that she had taken quite a few tests, both at the CDC office and at the classroom site. She then said that she had had interviews with both of the teachers. She was presently working on her fractions and "timesing." In English she was working toward the end of the book and was hoping to take her GED and eventually become a nurse's aide. She stated that she was quite happy to be in the program.

2. She had taken a course on reading maps and orienting the maps and had seen a filmstrip which accompanied the unit. She enjoyed the mapping course but really wasn't overwhelmed with it. She'd also studied income tax, but she said her father-in-law did the income taxes; and while it was nice.... Then we discussed the first aid course which she is taking individually. She was quite taken with this course. She had learned to read a thermometer by comparing it with a ruler and was quite thrilled with that which was happening to her in this respect.

3. She'd been enrolled in the program for approximately one month. She had been in before in the program during the years 1976 and 1977 under Manpower and had dropped out in '77 as she was pregnant. She has a three year old boy and is 22 years of age and finished junior high school.

4. She stated that she liked the AFL program particularly, and again went back to the reading of the thermometer and comparing it with a ruler. She believed she was getting quite a lot out of the first aid course. The first aid course which she is taking is being taught individually by the teacher. She also was in the Job Readiness program and had gone over to Logansport with the group and participated in the group discussion which she said was "how not to get into an argument."

5. She didn't believe that she would change anything. She simply thought that the teachers were doing an absolutely wonderful job.
(Note: Conversation with the teacher and CDC counselor indicated that the GED may be an unrealistic goal. They are working toward job placement in an extended care facility.)

Summary of interview held with Student "D" at Site "C" on Tuesday, February 24, 1981.

1. Student stated that when he had entered the program he had taken tests in reading, math and language and then he had a long talk with the teachers and they'd helped him decide what he wanted to study. In math he's working on fractions and he said he thought he was doing pretty well. He thought he was about ready to take the test in language again.

2. He had studied the income tax AFL unit and he'd filed his wife's income tax. She had been working in a nursing home, but at the present time was laid off. They have four children, the youngest of which was just born.

3. D. said he had been enrolled in the program a couple of months. He was enrolled in Job Training and acting as a janitor in the ODC building. He was not in Job Readiness at the present time. His ultimate goal was to be able to go to electronic school and attain a GED. He stated that he thought the program was "alright, I guess," that it was here if you needed it; he felt that he had learned a lot and in order to accomplish anything that you just had to have the will to learn. He did feel that the teachers were quite helpful when he felt that he needed help.

5. He said that the program was OK. He didn't have any complaints.

Summary of interview held with Student "B" at Site "C" on Tuesday, February 24, 1981.

1. B. talked about the subjects he was taking. When he entered the program, he had taken tests in reading, math and language. He presently was pursuing his math with fractions and multiplication and in reading he was learning to interpret paragraphs.

2. He had studied the income tax unit. It had enabled him to fill out his own short form for the first time in his life, and he said he was going to get some money back. When I asked him how much, he said he thought it was around $300.

3. He had been enrolled in the program approximately one month. He was age 24 at this time. He dropped out of high school as a junior when he was 18 years of age. He is presently enrolled in Job Readiness. He has a wife in the hospital and several sick children. His children were two years and four months of age.

4. Asked what he liked the most about the program, he responded that he got help from the teachers and stated: "I know what I'm doing wrong, and there's someone there to help me."

5. He really couldn't think of any changes he'd like to see made in the program. He stated he liked it the way it is.

Summary of interview held with Student "K" at Site "D" on Wednesday, March 4, 1981.

1. She stated she received the papers and made an appointment wherein her eligibility was determined by professional "A". She then took Job Readiness and then her tests. On the basis of her tests she was assigned to the educational site. She stated that her overall objective was a GED, and she formerly had been a paid teacher's aide in a job and that was what she wanted to do again, and she also had held other positions including working in a waste reclamation site.

2. She stated that she was studying English, math and reading, and she was taking a class in metrics under teacher "L". She had nothing but the highest praise for the facilitator. In her words, she was "one fantastic lady." She'd studied comparative shopping which included groceries, furniture, appliances, and so on. She'd also taken the course in buying a used car. She thought she'd learned a lot in the automotive. She also

stated that a resource person, a Mr. H, who was teaching auto mechanics on site, had assisted in this project. She had taken the renters' rights and responsibilities course which had included as a guest a practicing attorney from the Legal Aid Society in Kokomo, and also resourcer persons in the form of a fireman and a policeman. She felt that she had learned a great deal about her responsibility as a renter and the responsibilities of her landlord toward her.

3. She'd been enrolled in the program for approximately one and one-half years.

4. She felt that the ODC office had a "perfectly fantastic" program and that they were interested in her as an individual. She stated that the counselor was counseling her children in addition to working with her because she had no other funds. She also stated that the secretary at the ODC office was assisting her in her budgeting.

   When she mentioned the things she liked about the school, she said she particularly liked the idea of working at her own rate of speed in math and she was able to get help when she needed it.

5. She felt that an undue amount of attention was being paid to the Laotian people who were enrolled in the program (ESL). She said that perhaps the teacher tended to help the Laotian people more than the other students because when the groups were combined, the instruction was pointed more to the Laotians which made her and other non-Laotians in the group feel like little kids, which she felt was somewhat degrading.

   The second thing she said was that she really would like to be able to smoke in the classroom.

Summary of interview held with Student "R" at Site "D" on Wednesday, March 4, 1981.

1. She stated that she had been enrolled in the program previously in 1978. Therefore, she hadn't been tested but she was presently enrolled in Job Readiness and was also using the ABE/APL course to brush up. She was a high school graduate and wanted to brush up on some of her basic skills so that she could take the test to become enrolled as an LPN in Marion at IVY Tech. She had been out of the public high school for approximately 11-12 years and she said that some of the math particularly was "kind of confusing." She had not been a member of the facilitator's classes in basic skills. She was actively working with the teacher in the metrics class, however, and felt that it was a great deal of fun in a way and certainly was quite profitable to her in view of her career objectives.

4. She felt that the strength of the program was the fact that the classes were held both in groups and as individuals; and if you needed any individual help at anytime, it was available.

5. The only weakness or area of concern for her was she wished that the school was open more days so that she could proceed faster than she felt she was at this time.

Summary of interview held with Student "D" at Site "D" on Wednesday, March 4, 1981.

1. She stated that when she had come into the ODC office, she had an interview and had taken tests; and she also said when she was assigned to the educational site that she had taken additional tests. One of her assigned tasks at the education site was to work with the Laotians assisting them in learning the English language (ESL).

2. She was working in the APL section on the weight reduction or weight watchers class. She'd also taken the first aid course which had been offered and had received her first aid card. She stated that she really would like it if they would have the CPR course because she felt there was a great need for people who are trained in CPR.

3. She stated that she had been enrolled in the program for approximately one year. She had an ambition to obtain a GED, having dropped out in the 7th grade. She had been employed in various places in the past, having come to the area only within the last four years, and before that she'd come from Columbus, Ohio, and had been employed in a number of occupations. Her ultimate objective was to be able to work on IBM machines. We did not pursue this at great length, but she felt very strongly that she wanted to work with IBM machines. She did state that she was not good in math but she was working on it. She had taken the math section of the GED and had to retake it.

4. She stated she really liked it all. She particularly felt that teaching or working with the Laotians was a distinct challenge to her and that she was learning a lot.

5. She really didn't see that there was any improvement that she would like to make in the program. She said they seem to do it all pretty good. She did state that she felt the American people needed special care too. She felt that the Laotians who were enrolled in the ESL program might be receiving a disproportionate amount of the teacher's efforts at this time.

Summary of interview held with Student "T.V." on Site "D" on Wednesday, March 4, 1981. (The teacher assisted in this interview.)

1. The student became involved in this program basically for ESL and she'd been enrolled for approximately one year and four months.

2. She stated that she was doing the reading stories and in the math book she had completed both the blue and brown math books. Relative to the APL, she had learned to make cookies and cake, and also had done a unit in comparative shopping. Both of these units had been taught by teacher "F". She'd also taken the Red Cross class in first aid and had received a card. This led to a discussion and it came out that the person involved had been a nurse's aide in Laos and had a great deal of knowledge and background in the area. When asked if she wished to continue her nursing career, she was quite undecided. She wasn't sure if that's what she wanted or not. She'd also done a great deal of work in banking, housing, and food preparation. In the course of the discussion with the teacher, it was discovered that the church had brought over five families to the area--all from Laos. It was the decision to bring over the five families all from Laos because it was felt that they would provide a common core and mutual support for each other.

We then began to discuss other aspects of the APL program and they had done some units on cultures and holidays such as Christmas and Valentine's Day. In addition, there had been a unit with the Laotians involving proper dress for these particular latitudes inasmuch as these persons had arrived during the beginning of the 1979-80 winter season, and they had worked very much to get them acquainted inasmuch as they had no idea of the temperate zones and the frigid temperatures that we had in this area.

3. The individual stated that she liked very much the program that she was learning because she was learning English.

   Again, we talked about any career goals she might have, and she still was not decided as to what she would like to do.

5. She said there really wasn't anything she didn't like about the program and she felt she was learning a great deal of English.

Summary of interview held with Student "H" at Site "E_1" on Monday, March 9, 1981.

1. She stated that when she had gotten into the program, she visited the ODC office in the county seat where she had taken a test, met with the counselors and she found what she had needed. She also was tested at the Education Center and the teachers had conferred with her and drawn up her educational program.

2. She was studying math, speech and language. Her objective was a GED and she just hoped to be able to get a job. She had thought she had had higher aspirations, but because her husband was disabled and her children needed her, she now felt what she really needed to do was to work for her family.

3. She had been enrolled in the program for a period of one year.

4. She felt that the program had been very good to her. It was just "super." She received a great deal of individual attention and she was able to get an education which she felt was an opportunity of a lifetime. She felt that God gave her the knowledge and she wasn't such a dumbbell now, and she really thought that the program was good. She also mentioned that she would like to study in a group on subjects in which they were interested. She stated the highlight of her education had come when her daughter, whom I believe was 12, had come home the other day and asked her questions about fractions that she was studying in school, and she had been able to explain it to her.

5. When talking about improvements in the program, she just didn't have any idea about what they would be. She felt the program was good just as it was, and she again reiterated that it certainly was a great opportunity, and she was very glad to be able to be enrolled.

Summary of interview held with Student "N" at Site "E_1" on Monday, March 9, 1981.

1. The student stated that when she had come into the ODC office in the county seat, she had talked with the counselor and had been administered

a series of tests. She then started the school, where she had also taken additional tests. She was engaged in Job Readiness and was in On-the-Job Training in the Juvenile Sheltered Care for a period of 28 hours a week. In addition, she had attended school for nine hours per week.

2. She was having difficulty with math and was studying that subject. Her basic objective was that of a GED. She hoped to continue in LPN training at Fort Wayne IVY Tech.

3. She had been in the program for a period of approximately nine months.

4. She felt that the strengths of the program were that she was able to learn things that she didn't learn in school. She stated she'd always worked as a waitress until she'd had leg problems, when she'd been referred to the ODC Center by her physician. She had called the counselor, made an appointment, and now was engaged in the present course.

5. She really felt she would like to have more explained to the group rather than individual attention. She felt it was harder to grasp when it was individually taught.

Summary of interview held with Student "K" at Site "F" on Tuesday, March 17, 1981.

1. When she entered the program, she had been given tests in reading, math and language. She also had been administered the APL checklist. At the present time she was studying geometry and literature and her ultimate aim is to attain a GED.

2. She had been instructed some using the unit ABE's Hardware. She'd learned to measure perimeter and figure area and cost, and she felt this was helping her some with the geometry she was presently studying in the book. She had also taken the income tax unit, but she didn't fill out an income tax form, the teacher did it for her.

3. She'd been enrolled in the program for approximately nine months. She had dropped out of school in the 11th grade, approximately two years ago. She was now returning to school. She had one child at home.

4. The strengths of the program she felt that the teacher will help you, that they'll take time to show you how to do it, and they're very patient.

5. She had no suggestions for improvement.

Summary of interview held with Student "M" at Site "F" on Tuesday, March 17, 1981.

1. She in entering the program had talked with the ODC counselor, had taken some tests, attended a workshop for a week on writing a resume and then she started in the ABE Center. She'd taken tests on reading, writing and language, and she also had been administered the APL checklist.

2. She was presently studying English, math and reading and her objective was to take the GED. She had to take it by May 5 as her goal was to enter IVY Tech this summer and take an accounting course. She had worked on various APL projects, including a system of budgetting, which had been worked

out individually by one of the aides. She had also taken the ABE Administrator's course in income tax.

3. She'd been enrolled in the program for four months. She had dropped as an 11th grade student three years before.

4. She said she thought the program was really quite valuable because she was recalling everything that she had forgotten from school three years ago. She felt that the teachers and aides helped her a great deal.

5. She simply stated that she wouldn't change anything.

Summary of interview held with Student "L" at Site "F" on Tuesday, March 17, 1981.

1. She had taken tests when she had entered the program. She was presently working in reading and speaking. She was of Mexican-American descent and it would appear that she was actually engaged in English as a Second Language (ESL). She also remembered taking the math test. Her primary goal is to find work in factories or anyplace else.

2. She said she was learning to read and write numbers. She had worked some in the APL program at ABE's Hardware, and she had also been taught to write checks and make out receipts. During our conversation the direct applicability of this came out because she does rent out apartments and she felt the need to have a checking account and also to write receipts for her tenants. She had taken the income tax course that was taught by the ABE Director, but she didn't feel it was of too much value because she took her income tax to somebody else to make out.

3. She'd been enrolled in the program for six months after she had been unsuccessful in obtaining employment. She again stated that she would quit tomorrow if she could find a job.

4. She felt the program was quite valuable inasmuch as she was learning many things. She'd been in the United States for, as near as I can determine, in excess of twenty years. She now felt that she needed to learn the language in order to help her get a job. She said she was also able to help her children, some who were enrolled in the public schools. She felt that this was a definite advantage.

5. We again came back to the fact that she would like to find work because she felt there was a need for additional income in order to sustain herself and her children. She really found no fault with the program other than they were not getting her a job.

Summary of interview held with Student "P" at Site "F" on Tuesday, March 17, 1981.

1. P. really wasn't too clear about what he did when he entered the program. He did, however, know that he needed work in math and he did remember taking a test about a week after he came to the ABE Center and it was decided that he needed work on his math, which he was not doing.

2. He felt that next month--that is April--he was going to take his GED because he wanted to enter the tool and die program at IVY Tech in South Bend.

With regard to APL work he had worked with measuring areas with the aide using ABE's Hardware as the educational vehicle.

3. He had been in the program for over eight months.

4. He felt that he was able to learn more here, that the teachers and aides came around and you got more individualized attention.

5. He was quite satisfied with the program he was receiving.

APPENDIX C

SUMMARY OF INTERVIEWS WITH ABE/APL TEACHERS AND AIDES WORKING IN PROGRAMS IN A SIX COUNTY AREA

Summary of interview held with Teacher "A" at Site "A" on Monday, February 16, 1981.

1. Subject indicated that most students walked in off the street. Agency referrals from the ODC were approximately 30-35% of the total. She also indicated that during the ODC orientation that some emphasis was placed on APL. The teacher indicated that ODC administers the APL survey, Gates reading, and WRAT math; the ABE program administers a placement test in reading, math, and English.

2. The teachers use a student interest survey that has a high correlation with the curriculum guide Learning for Everyday Living. She indicated that it is most difficult to separate ABE from APL; that many times students feel they are interested in academic success, yet in conversation and in looking at the student interest survey, the staff will find that there are areas of APL that, as applied to either individuals or small groups, the teachers will choose to use as an area of concentration. She felt that there was a strong need for life skills. Yet, she also felt that most students felt a very strong need to ultimately obtain a GED. She indicated that during the assessment of the academic placement test results, she always tried to give a realistically, positive assessment and to point out that while students had weaknesses, we all have weaknesses and that was why the students were coming into class.

3. The teacher felt that it was almost impossible to give an average period for enrollment because the students differed so much in their abilities when they came to the program and also there were many factors affecting their continued attendance in the program. She simply felt that it was very, very difficult to put a "time factor" on the students. We then discussed the number of students who had taken the GED and she indicated a very high success rate--in the past year of a total of 121 students who attempted the GED, 115 had been successful. She also pointed out that many times she'd like to hold them back just a little longer, but circumstances much beyond her control, and even the students', made it necessary that they attempt it at the time.

4. In discussion of the success with the APL program, she felt thisdepended to a great extent upon the feedback from the students themselves. In many cases if they felt that they had been successful, then the program certainly was most successful. In discussing criteria for measuring success she gave one example of a person who felt a strong need for literature dealing with a mobile home, inasmuch as the family was contemplating purchasing a mobile home. The teacher obtained this literature and worked with the student for a period of time--looking at the materials relating to mobile homes. The woman walked in the following Monday morning and announced that over the weekend she and her family had purchased a mobile home based upon the information which had been gathered in the APL program.

The teacher identified one class that the APL Facilitator had taught in consumer buying, and she mentioned how one woman had remarked that she was trying to apply the principles that she had learned in consumer buying

but was finding it very difficult because of the increase in prices.

The teacher felt that the mobility of ABE students is one of the factors which inhibits a group follow-up program. No formal follow-up study had been attempted at this site.

5. When discussing possible changes in the program, she would like the people from the ODC office to gather more clearly defined APL goals in order to assist her in accomplishing client and (ODC) objectives. She felt that the siutation in her particular case was improving--that while it may have been a problem in the past because of the lack of communication, she felt that they were moving toward a better understanding of each other's mutual concerns.

   Differing viewpoints and emphases of the ABE teacher and ODC staff on the importance of the educational component of CETA-based training is another area which warrants further communication,

Questions for professional personnel only:

1. She indicated that there was an informal exchange of information between the ODC staff and herself. They try to have lunch together once a week. It is strictly an informal exchange, but she felt quite comfortable about it. Telephone contacts and office visits are also made.

2. She really had no way that she felt could adequately define the criteria. The criteria in Learning for Everyday Living were quite broad in general, and her assessment of the activity cards prepared by the Facilitators were that they were "do cards." That is, those were things for the students to do to increase personal knowledge and motivation to learn and were not necessarily to be judged as criterion measures of success. Again, she went back to the checklist, keyed to the curriculum guide, which used as a preliminary survey, could serve as a criterion measure for effectiveness. The checklist is used to record completion of work on individual objectives. They covered the areas of interest as determined by the student checklist. Feedback from students in a one-to-one setting or in a small group setting indicates the students' perceptions of successful learning and use of APL materials. She mentioned a project called Project Decide which had been done by a Ruth Huffman that had a work book and learning packet accompanying it. She felt indeed that there were strong similarities and parallels with the activity cards and Project Decide materials might be a little further along than the activity card project. The Project Decide materials are part of the APL curriculum materials at the Logansport site. These learning packets are available for students' use when appropriate to meet APL needs.

   Decide packets and activity cards are both based on the curriculum guide. The checklist used at this site is also coordinated to the guide. They are attempting to use appropriate materials from each source, for all materials are geared toward the same goal--that of increasing students' abilities to successfully deal with everyday living. Inasmuch as the learning packets were more fully developed and they did contain vertical file materials, she believed they might be considered for adoption in the APL program.

4. This teacher indicated that she was involved in the project from its inception, approximately three years ago. Her assessment of Learning for

Everyday Living as a curriculum guide was that it was "good stuff" and what the teachers really need was to have sufficient time to fully develop it. Her assessment was "it's a great beginning!"

5. She felt that she had had input into the program development and that suggestions made by her were acted upon.

7. She felt that the needs as she viewed them for the county might differ from those that the ODC representative of the ODC representative. She believed that the ODC staff did not view the educational component as highly as she did. We had discussed this earlier and she felt that it was simply a matter of emphasis and really wasn't really a major problem. She felt no sense of interference from the ODC office and she did believe that the ABE program is viewed as a valuable component of the total ODC program.

8. She felt good about working with the ODC office. She viewed as a very positive aspect, that the unique components within the state program had many more strengths and much more to offer than any apparent drawbacks, particularly since the drawbacks were being worked out and would continue to be worked out. They really appeared to be quite minor in view of the overall accomplishments of the APL program.

Summary of interview held with Aide "M" held at Site "B" on Tuesday, February 17, 1981.

1. The aide stated that his first aim was to make the students comfortable in their new setting and attempt to involve them in group discussions. The particular facet of his work is working only with foreign students where the major emphasis is upon English as a Second Language (ESL). He also stated that he worked with the students in math and survival skills and had been with the program since July.

2. He stated that the first thing he attempted to do was to give the students tests in math and reading. Obviously, with English as a second language the test in reading was a verbal test in most cases. Yet, the test in math could take the form of a written examination inasmuch as the math functions were common and both the Tais and Laotian students were familiar with use of Arabic numerals. Some of the types of programs which he attempted to work with these students included clothing for our climate--that is the use of layers of clothing rather than one or two heavy garments. Being aware of what to do with cold weather such as wearing a mask if you're going to be out for a while, and proper care of the extremities in the event that they became overcold and the prevention of frostbite. These people coming from a tropical climate have absolutely no acquaintance with cold weather or snow.

   Another unit that was very popular, particularly with the women, was comparative shopping and shopping for and using (cooking) American food. The illustration was used where the students might go to a bakery and purchase an already-made cake and he attempted to show them that you could buy cake mixes and make your own much less expensively. He also stressed that they attempted to teach them to take the driver's test and such simple driving skills as changing a tire and the proper use of jumper cables,

particularly again in cold weather as well as with "Map Reading with reference to airports, lakes, rest areas and mileage charts." Other everyday skills were banking--and one in particular which they found of use for the males but also for females was going to and using the facilities of a hardware store. This was the purchase of tools and similar items. These students were familiar with the metric system and in many cases he had to teach them to convert back to inches and feet because apparently we weren't sufficiently far along with our metric conversion. The laundromat was also quite an experience for the Laos students.

3. He really had no idea for normal length of time students were enrolled inasmuch as all of the students that he's been working with have been there since he started--with the exception of those who were married to Air Force personnel and personnel who may have been transferred, he's still working with these students with English as a second language.

4. He perceived the major strength of the AFL facet of this program is the security which they were able to impart to the students coming into a new cultural pattern.

   He related the story of one older couple who was enrolled in the program, had gotten jobs, and within a period of one year had paid the sponsoring agent back for their plane tickets from Thailand. He believed the amount that they had repaid was in excess of $4,000.

5. He believed that the only change that he would make would be to have the students involved in more community activities. The community activities to which he had reference were particularly those dealing with the arts, as opposed to community service agencies.

Questions for professional personnel only:

1. Information is normally relayed through notations made on the back of individual folders regarding the place the student is in the workbook. These folders contain corrected examples of the student's work and they attempt to keep them up daily or as the student is in class. The same holds true of math. He said the books were "graded" everyday and any problems they are having they attempt to remediate immediately, depending upon the individual situation. He also pointed out the way in which it was necessary for him to learn different procedures in both multiplication and division and gave me very interesting examples. He also was quick to point out that it was his job to change to their way inasmuch as the ultimate goal of the program was to have them function effectively; and he felt it was much easier for him to learn the structural method by which they computed math rather than to attempt to change their structure and thinking. He seems to have mastered this different structure quite well and now seems very comfortable with using it--at least that was the case when he was explaining it to me.

2. His specific success criteria are highly subjective judgments of the way in which students have mastered communication skills. He pointed out several interesting ways in which he felt he was able to ascertain this--such as, he would tell a joke and see if the students laughed, or they might come in and tell him a joke and he would ascertain their level of communication skills by the way in which they might make a play on words. He also stated

that he had done a number of bits of animation in order to convey meaning. It was at this point that his very strong background in dance and community theater were brought into play for the instructional betterment of the program. He spends 63 hours a week with Laotian students and is learning to speak their language. He has learned several key words which enables him to pick up on conversations and relate to them that he knows what they are talking about.

5. He felt that he did have an opportunity to have input into the program and to make changes. He thinks that his communication with the Facilitator goes quite well and he feels quite comfortable. He felt that many of the things he was doing with the APL were quite good. He still felt that the assessment of them particularly because of the major emphasis upon the ESL program was difficult, yet he felt that the adjustment that the students were making to the total community was quite good and this was the bottom line criterion measure which should be followed.

6. His answer was a simple and unequivocal yes.

Summary of interview held with Teacher "F" at Site "D" on Wednesday, March 4, 1981.

1. F. stated that she gave reading, math and language tests and that the WRAT was administered as a math test by the ODC. Also stated that the APL Survey and Interest Inventory were used. The results usually accompanied the APL Interest Inventory. The results usually came with the students. She said she didn't get the interest inventory with any degree of regularity and that she received the scores but did not receive the profile. She felt that she would appreciate more data from the ODC offices.

2. We discussed the types of APL units which had been offered. She mentioned the purchase and maintenance of the automobile; and in conjunction with a resource person from the site where the school is located, she also mentioned that they had used the utilities unit which basically involved energy conservation. They had also used a policeman and fireman and also the unit on comparative shopping.

   If students do not have a license, they tried to get the students ready to take the driver's test at the earliest possible moment if they so desired.

   We discussed the two groups which were operant in the classroom and for sake of reference we refer to them as the American group and the Laotian group. She said that she felt that she kept them separate because the way in which she had to approach instruction with the Laotian group was at a much simpler level and with a lot of verbal practice. This results in a noisy classroom. She said insofar as APL, the way she does it, she goes strictly according to student interest and she had worked with the Facilitator in helping to prepare some of the activity cards. She said it really helped her to work with the activity cards and to delve into the materials.

   We then discussed one thing she had done on an individual basis with an individual who needed help with pre-natal care. She also mentioned that she had 13 people enrolled in a weight reduction course which was taught on Wednesday afternoons and she was not only using the weight reduction, but she was also combining nutrition in the form of diet and other health foods; and while it was called weight reduction, she felt that there was

far more contained in this than simply losing weight and weighing every Wednesday.

3. She said it was very difficult to determine the normal length of time for enrollment. She said it depended entirely upon where the student starts. She said probably an average of six months, some longer, but it was really very indefinite. And she said she used the APL as needed in the areas and used the interest inventory which the students took as a guide.

   We talked about the strengths of the APL program. She felt that availability of materials made a great deal of difference. She said that the vertical file which had been started in Ted McKnight's class had been a great deal of help and it had been somewhat updated by the staff and by the APL facilitator making suggestions. She felt she drew upon this file quite regularly.

5. She'd like to have the Activity Cards finished and more available to her. She felt that she'd also like to see more materials made available and get some help in collecting and disseminating these materials. She also felt she'd like to see a list of community resources developed so that if they needed help within the community, they would be able to call upon these people rather than having to use word of mouth.

Professional Questions:

1. She stated that she made a monthly report on the progress of each student. However, it does not contain progress in the APL facet of the program. She also stated that she was in contact with the ODC by telephone and there she would discuss primarily problems or action she was taking to hopefully help students solve problems. She showed me the report form used and she felt that she really would like to have something developed to report some APL progress since it was an integral part of their entire program.

2. She felt that the students really sensed the need and an interest and she felt that we--meaning the teaching staff--must help the student meet these needs; and she felt one of the criteria was that the students had to feel good about the instruction that they were receiving through APL.

   She felt that the quarterly meetings, get-togethers that they held were quite profitable and she said that her Facilitator had asked her about the various projects which she was doing and she felt this was a form of reporting. She further stated that shefelt that the APL facilitator in their particular area was quite cooperative.

4. She had been involved with the program from the start and personally felt it was doing a lot more now because of the project and the emphasis and focus which was placed on it particularly through the Facilitator and the quarterly meetings. She felt that this was a very positive thing.

5. She felt, yes, she had participated in the total program development.

6. She believed that the teachers and other staff members were listened to as they got together at the quarterly meetings and were able to share particular successes and ideas.

7. She felt that if the program had developed uniquely in their county that it had been done through the structure that when the need arose that the students were able to feel that the teachers were able to meet the students' needs. She felt that one of the most unique aspects of their program was that they had more of an ESL program to an extent where the Laotians were enrolled, and she felt that that might be unique to their particular area.

   We discussed Learning for Everyday Living and she said it really wasn't often used by her and that the Facilitator had assisted her in narrowing down the areas and to concentrate on a few areas and basically it was what the people wanted. She felt that this was simply a way of "backing into" the use of a curriculum guide, and she probably hasn't used it as often as she should.

8. She felt that there were no problems with this interagency cooperation. As she started this particular center five years ago and the last few years there had been much greater cooperation, much more communication, and now with the workshops and the state level cooperation that they were getting, she felt that it was quite productive.

   She mentioned particularly at the November (Wabash-Honeywell Center) meeting that she was particularly pleased to see both Dave Burkett and Dave Gomez in attendance--representing their cooperating organizations.

Summary of interview held with Teacher "E" at Site "F" on Tuesday, March 10, 1981.

1. She stated that she did not usually do intakes; that the chief administrator did intakes so the procedures she presumed that were followed by the ABE administrator and the other teacher were those which were prescribed. She primarily bases her instruction upon Laubach method of reading instruction, which she starts at the beginning and she feels that she takes the students up to what she refers to as the "learning edge" instead of placement testing. The way you refer to this, she has a number of Southeast Asian students who are studying English as a second language (ESL), except that she pointed out Laubach refers to it as ESOL, (English for Speakers of Other Languages). She felt that almost everything she did was APL because the Laubach system simply works with coping skills. She gave me an example of using a cutting board, knife and apple. She teaches them the terms board, knife, apple and then cuts the apple in half and uses the apple as an illustration of half and half, etc. Some language lessons are built up as a result of doing these types of hands-on activities.

   She stated she did not make much use of the APL survey results. She said she could if she dug them out, but she felt that in working with this Laubach system with her students, she was effective and as other needs became obvious they were dealt with

2. She was aware of time-telling which had taken place with the Facilitator--also on projects in nutrition. She related these back to the Laubach system. She also mentioned the time she had brought in fresh fruit and vegetables to use in the Laubach system; however, she said, "it breaks me up." So now she uses various colors of clay, has the students construct these items, and then performs the exercise with clay. She feels the

Laubach system of instruction is tailored to fit a person's interests. In this case if she does it in group, she uses family groups particularly with the Southeast Asians.

3. She felt there was absolutely no way of predicting any normal length of enrollment time; particularly with the Southeast Asians because many of them came in and while they were using English as a second language, they were following a system that was possible, if they had been literate in their own language, to take them through at least five grade levels a year. She said, "and I'm incorporating APL at the same time within the Laubach system."

4. She felt that APL really gave people what they needed, rather than what they came for. In most cases she felt that the present ABE program was allowing the attainment of the GED to be the major goal.

5. She felt one of the problems which she experienced was: how do you slow down a GED person or entrance them with APL so that GED is only a part of what you have to offer. And she felt that a GED without adequate life coping skills was selling the students short. She felt that the approach to take was to incorporate the APL and GED skills together so that the person came out not only with a GED but with skills of being able to function at a level which permitted them to live successfully in our society.

She felt that one of the limitations of the APL program was that there were subtle expectations of the students which, again, were probably oriented toward the GED. She said they didn't use the APL survey because it cost too much, but she was using a great number of "free" materials and she felt that there could be more emphasis placed upon the use of free or sponsored materials and obtaining them. We discussed the activity cards, and she said she didn't use them much. She had helped write a few and perhaps had used them once, but again, she went back to the functioning of the Laubach system which she was using. Learning for Everyday Living --she was becoming familiar with it particularly through a series of Indianapolis meetings and she did wish, however, that the skills in the Learning for Everyday Living had been developed on somewhat of a heirachtical level rather than placed in an apparently random fashion. With reference to the vertical file, she felt that she was now engaged in updating and she felt a perfect freedom to go into it. She felt that it was simply "chuck-full of good stuff." She mentioned that when she came in in the evening to conduct the class, the first thing she did was straighten the chairs, get the coffee on, and then she went to the vertical file, pulled out pamphlets which she felt would be of interest to her students and place two or three of these pamphlets on every table. She would sometimes use these as a point of discussion during her evening instructional time. She felt that she again would like to see the vertical file coordinated with Learning for Everyday Living and if it was arranged on a heirarchtical skills level, it would certainly make it much easier. She mentioned the use of tax information file. In fact, she said she got some information she herself could use. With regard to the Facilitator, she said she felt in cases where the Facilitator said she'd be there next week many times she didn't come back. Again, she wasn't sure because she was only there on a part-time basis--the Facilitator may well have been there when she wasn't. She did, however, state that she "didn't feel facilitated by the Facilitator"; that there were many plans proposed but none of these, or

few of them, had come to fruition. We discussed the role of the Facilitator on the Board of Directors and she felt that it was a conflict of interest; she did not feel intimidated herself as she had other positions and while she found the ABE/APL interesting, she also felt she could carry it out in other areas. She felt that the Facilitator was a good Board member because some Board members could care less, but she had also some doubts because the individual involved was an "out-of-towner."

Professional Questions:

1. She mentioned the staff meetings at McABE with ODC staff members. Again, as a part-timer, she felt that perhaps she spent a lot of time at these staff meetings listening to people discuss individuals she had no acquaintance with. She doesn't want a full-time job; but she feels that part-time is difficult and she really feels that a full-time teacher would be of a distinct advantage. Because the administrators and the teachers are both part-time, she said that the only people who were full-time and had a full grasp of the program were the aides, and inherently this seemed to be a misdirection of effort and resources.

3. We discussed the forms which she and the other teacher had cooperatively developed which were steered toward a GED.

4. She'd only been employed since August 1, so she wasn't in at the beginning of the program.

5. She was familiar with what had gone on. She felt that her input was valued. She felt that the facilitator came and showed them what to do as in-service training and she got some ideas from the cards that came to mind. She felt that the training that she had had with the Facilitator mainly focused on the cards. Language for Everyday Living was present in the training session but not overly stressed; and the vertical file was not present at the training session; it had been mentioned only in passing.

6. She didn't really feel her ideas were being accepted. She felt the APL was good. She felt that perhaps the program was being constrained by the lack of funds, and that perhaps the fact that it was a pilot project had somewhat inhibited its full implementation in this particular center. The program emphasis still seemed to be on the GED rather than on what she believed the total integrated approach toward education which should be taken.

   In our discussion also we talked about obtaining some money for supplies and she pointed out that the finances were handled by a Board member who is presently President of the Board rather than the ABE administrator. She did say, however, she had been able to get five cassette tapes to use because she uses these and tapes her lessons so that she can be continuing with Laubach with her ESL class while still doing some other work with ABE students.

   She discussed some other matters that related to the control of funds.

7. When asked to compare the uniqueness of the program, she felt that she really didn't have sufficient data to be able to know if the program was unique or not. She felt that she had contributed at least somewhat uniquely by adding activity cards to the box and making contributions to this. Other-

wise she was unaware of any unique aspects.

8. When we talked about the IOCD/DPI cooperation, she felt that the meeting she had attended that the other programs were all administered under the school system except this particular program and that she probably would rather like to see it assumed by the school system. She felt that the system really worked "OK" because she was going to DPI/APL conferences and getting a lot of good out of them. She also felt that the ODC did send them students from different communities and this certainly contributed to the overall well-being of the program.

Summary of interview held with Teacher "B" at Site "B" on Tuesday., February 17, 1981.

1. She felt the students became involved in the program simply by either walking or coming in through ODC channels. They were given the normal battery of tests which included the TABE; and if they came through the ODC, they were also given the WRAT Test.

2. She felt that the program was based primarily upon student needs. They used the Interest Inventory and APL Survey. Then the teacher, ODC representative, and the student utilizes this information to plan the individual's program. They had used such things as the income tax (believed to have been taught by the APL Facilitator), a banking unit, and they also used a test from the American Testing Service APL Survey. She further stated that most of their program evolved by, as she put it, "keeping your ear to the ground." At the time this interview was being conducted, we were in the American Red Cross Building and the entire class was taking an eight-hour basic course in first aid. It was planned to have all of them certified in first aid. This was jointly conducted using Red Cross instructors. The previous time that the investigator had visited this site observations were made at the local hospital where one person involved in the ESL program andher husband were attending prenatal familiarization sessions the use of the delivery room. (It was learned that the woman had delivered her baby. It was a girl and the father had gone into the delivery room to watch the process.)

3. The teacher really felt that it was hard to say how long the students were normally enrolled in the program because she believed it was entirely dependent upon the level at which they started and the goals which they and the counselors had set for themselves. In many cases if it was simply brush-up for GED, the period was quite short. She believed that the success rate involving the acquisition of GED's was quite high. However, if it was an everyday skills program (APL) involving Learning for Everyday Living, then it could take much longer and the goals were much more difficult to define.

4. She perceived the major strengths of the program as that of meeting the needs of the students on an individual basis.

5. She felt one of the real needs of the program was more time for the staff to plan and work together. She felt extremely rushed and with little planning time and little conference time to work with the aides. She also felt that there needed to be a much more detailed follow-through or follow-up study of the students to find out what really happened to them

after they left the program.

In regard to time, was the perceived need to pull together the resources of the community--that is identify strengths; and she felt this could probably best be done by the follow-up of the students to determine their needs.

Professional Questions:

1. She felt she relayed the information needed because she was part of the team assessment process and the assessment team met regularly, discussed problems and she felt did a very adequate job. Also, because the classroom was located in the same building and floor as the ODC office, there was much informal communication in the event there was a problem. It was a very simple thing to informally communicate and literally handle the problem possibly before it had a chance to grow out of proportion. She also felt that the testing program they were using with the standardized test, even though it had just been instituted, was quite good.

2. She thought that the criterion measure for success was watching for the little points where you could reinforce and compliment people. Of course, the standard criterion measure for success is the attainment of the GED. She believed they had a very good record. Her criterion measure of success was that she was able to assist the students in locating the social services to which they could go to get help. And finally, the ultimate criterion measure of success was the employability, and here she felt there was not the formal form of feedback that she would have liked. She felt that unless you ran into your students in the grocery store or elsewhere, you never really were aware of how successful they had been in obtaining jobs.

4. She was involved almost from the beginning over a period of two years and she felt that she really had been involved from the beginning and to a great extent that her ideas have been listened to. Again, she felt that the one place in which her input had not had much effect was that more time is needed for planning, contacting resource people and conferring with aides. The teacher sees a need for more planning and conference time. No request had been made for extra time. The contract allows for 15 hours, of which 13 hours are in the classroom.

5. She said yes, she had had input to the Facilitator, that the Facilitator had offered to teach but hadn't done much of this. The teacher had never asked the Facilitator to teach since she felt that it was more valuable to have her input as a Facilitator.

She again came back to possible weaknesses in the program. She felt that there were more specialists needed in the area. She felt also that she'd like to see some funding for the use of resource people. She did not feel that the funding had to be very large amounts, but it would be most helpful if, in using these resource people, she was able to offer them some small form of honorarium for their organization or even for themselves. We discussed again the existence of funds for the purchase of supplies. She was not really sure how Rochester handled this but she certainly wasn't aware of it if she did have discretionary funds for the purchase of supplies--something such as a petty cash fund if she wanted to do a cooking unit and buy materials. She did state that they were able to obtain some local funds, but these certainly weren't available in large amounts and

she was aware of no formal educational funds available from the program itself which she had discretion in purchasing materials.

6. She did feel that her suggestions were seriously considered. She said Rochester listens, but she felt that they were simply overwhelmed.

7. She felt that they are developing along their own county needs/areas.

8. She felt that there was good interagency communication. She didn't feel really hampered in any way inasmuch as all of her communication with the other people....a lot of it was informal, but being located in the building, she felt quite welcome and felt a strong sense of cooperation with the other agencies.

Summary of interview held with Aide "B" at Site "B" on Tuesday, February 17, 1981.

1. She stated the first thing the teaching staff liked to do is to give the incoming students a test. She felt that the test for the foreign students (ESL) was different inasmuch as they didn't have the basic command of the language. She stated that as an aide she felt that her job was basically when a student came into the program to make them feel comfortable, help them get away from being self-conscious, and she also stated that she attempted to speak to and help everyone a minimum of once a day. Of course, she then stated that she did more work with some students; with others it was based upon need, but she made a conscious effort to see that each student got some individual attention each day.

2. She pointed out that they used the APL checklist and to date they had done the unit on banking. They tried to make sure that their students had library cards. The students took a first aid course of eight hours. For those who had problems with the language, they were given an oral test; but the goal was to have everyone certified in Basic First Aid by the American Red Cross after the period of instruction. All but one student passed the class on First Aid. He is studying to take the test orally again. (He is a "special education" student--second grade comprehension.) Another APL unit which they had accomplished was energy unit that they had attained the services of the home economics advisor and they had talked about conservation of energy around the home and used very positive examples.

   Another example was she had helped one individual prepare a resume' for a job. They also had done a unit on income tax. This had been done by the Facilitator and she felt that it was quite valuable. They had helped many students obtain or take the written portion of their driver's license. And also they had worked with students on preparation and maintenance of a budget.

3. Her basic answer regarding the normal length of enrollment was "it depends on the nature of the student." She felt that in many cases their students might be enrolled for a longer period because of the number of students that they had who were taking the English as a second language.

4. She felt that the major strength of the program was that it got some of these people out of their homes and they were able to realize that they were not the only ones who had problems with academic or learning difficulties and need for everyday skills. She felt also that the students gained a great deal of support from each other as well as the professional staff.

5. She felt that the major improvement that needed to be incorporated into the program was the provision of preparation time for staff. She felt she had no preparation time and that it was a serious shortcoming of the program. She also felt that she needed additional time to confer with students. Again, if the conferences were held, sometimes they were done on their own time rather than "company time."

Professional Questions:

1. She said that she relayed her information to the teacher. And she knew that the teacher was involved in all of the team assessment conferences so that she felt that her input going to the teacher was properly disseminated. She attempted to communicate progress to the students through informal praise and daily communication. She felt that she used praise far more than censure and that people responded far better to a pat on the back than to a slap.

2. Her specific criteria for success was to get a person involved with others and to see that they had the skills to cope with everyday problems that they encountered. Specific criterion measures--if she could see the people getting out into the community and, of course, when they became employed. This was the ultimate criteria of the success of the program because it in effect made them self-sustaining. They were able to support themselves and become self-sufficient. She'd also like to see them very well acquainted with the community services that were available to them. She felt that these were specific things that this program did accomplish.

5. She definitely felt she had input. She said the teacher with whom she works listens.

7. When discussing unique county needs, she said she personally had no way to compare. She wasn't particularly sure that this county had unique needs as much as she felt most of the people in the program had a strong core of common needs for self-sufficiency and the skills to cope with everyday problems.

8. She felt there was strong interagency cooperation. She felt that the ODC personnel with whom she had contact were most cooperative and she hoped that she was able to cooperate with them.

Summary of interview held with Teacher "K" at Site "D" on Wednesday, March 4, 1981.

1. The teacher stated that these students were presumably tested at the ODC Center and that the recommendation came from the ODC Center. She stated that she didn't feel that they truly received sufficient test data. They did get a card each time a person came or a "slip" but she felt that some

materials and information were lacking in the data they received. They do get some of the APL materials, and they do whatever a person wants usually from within a certain group of choices. The APL materials are provided primarily on a group or individual basis, but all the group activities were open to the individuals who wanted to participate in them. CETA clients and non-CETA clients were welcome to be a part of these groups. They use the surveys to attempt to determine areas of group interest.

2. She mentioned their Facilitator working with continuing groups each Wednesday. These group studies were on such matters as comparative shopping, buying cars and renters' rights and responsibilities. They've also had a first aid course which was taught by an individual who was in the building in which they're located. The First Aid instructor and the interested students worked in another room in order to provide these students with the opportunity to take the first aid course and receive basic Red Cross certification. She also mentioned that they were doing metric math and another type of APL learning that they are working on now is a group on weight control, which meets every Wednesday. She said that sometimes a student will mention that they would like to get a driver's license or the ODC will notify the teaching staff that a student would like to or needs to get a license. In such cases they will help the student study toward that purpose. She mentioned also that they had a fireman come into the program and talk about fire safety, home safety and electrical safety.

3. She had been with the program for one and one-half years but did not know an approximation of how long the "average" student was enrolled.

4. She perceived the primary strength of APL lay in the fact that the students were able to learn about areas in which they were not knowledgeable in relation to their daily living. She felt this was a very, very strong positive point and that it probably governed the thrust of most of the materials with which they worked with students, unless there were individual needs identified and they attempted to concentrate on these.

5. Relative to the perceived weaknesses or areas of improvement in the program, she felt one was the Activity Cards inasmuch as they were not used much yet; but she said she hadn't been in on them too much and she'd been very busy with other materials and they probably had just slipped. In relation to Learning for Everyday Living, she said she hadn't worked on that much either, that she followed the interest inventory and they simply came up with their own materials rather than going to the book.

Professional Questions:

1. They reported monthly. The other teacher, the head teacher, reported monthly in a written form; and they were in daily communication with the ODC Center by telephone, but they did not have any regularly scheduled visits. When asked about the visits of the ODC staff to their site, she said that they came occasionally, but she didn't feel that it was on a weekly or regular basis.

2. She felt that the criteria for APL were much harder to establish and check than possibly those in ABE because again she was not there to follow around and check on their daily lives to see if they did indeed apply the comparative shopping or, if in looking for a used car, they had indeed gotten the

best deal possible. She thought about the only way you could check this was that you had to have time to discuss and talk with the student and just make subjective judgments. She did, however, mention that there were certain things such as the driver's license which were fairly easy to check and on which you could certainly establish a criterion reference type of measure.

4. She felt that she had been involved in this project almost from the beginning. She had attended Ted McKnight's workshops in February, March and April of 1980 and thought she'd gotten a lot out of them with relation to ideas.

5. She felt that she did have input to the program and she had participated in one interest survey which had been administered. Also, the other teacher talked about the goals of the students and adjusted the program accordingly.

6. She did feel that with all of this her ideas and comments were indeed taken into account.

7. Regarding the unique development of the program, she thought that the fact that they worked closely with the ODC--they sent recommendations and materials--she used the idea of the driver's test and felt that this was perhaps unique to the county--and the math materials on purchasing and these other types of activities might be unique developments.

8. She felt that most of their students who were non-CETA clients were more interested in getting a GED than in APL. Although some non-CETA clients have participated in group APL projects that were offered if they could fit them into their schedules. She then felt that the clients they had who were CETA clients were very interested and that the interagency cooperation was as she put it "super."

Summary of interview held with Teacher Aide "S" at Site "F" on Monday, March 9, 1981.

1. The individual stated that she did a great deal of the initial in-take interviewing, particularly when the ABE administrator was not on site. They administered the WRAT test for placement. She said the ODC had the same structure; normally they administered the WRAT, but they didn't use the scores in their particular program.

   Regarding the APL survey and the use of the results, she said "it depends"--they use some of the results. They did administer the student interest inventory (long form) and used some of the data to guide their individual programs.

2. She was asked about different types of programs. She mentioned the budgeting with APL--it was based on individual needs. She might work with an individual who expressed a need for a budget. She also mentioned the group work done by the ABE administrator-teacher on the income tax and also the unit done on interviewing, preparing job applications and the resume'. She also mentioned the uses of community resource people, such as the fireman, health officer, and the person from the welfare office.

3. She certainly didn't want to attempt to give any length of time for normal enrollment. She said some were quite lengthy and it pretty much was up to the ODC. She believed that the ODC clients stayed in for a longer period of time because they were getting paid for coming in where other persons might be more highly motivated to get out because they weren't being paid to attend; they were simply there because they needed the education in order to obtain employment.

4. When we discussed the strengths of APL, she felt that they were having some trouble with the application of APL in their program. She said there was a great deal of paper work and it came down to individual counseling. She felt that they really didn't have time to invest in APL. They were lacking a system. Some of the (vertical file) materials were in the back room and she did attempt to put some of them out in the lobby to make them more readily accessible to the students.

5. She felt that she would like to have more time for familiarization with the guide. She felt the APL program should be more accessible to people. With regard to the Activity Cards, she didn't use them because they were incomplete; she felt that they consisted of a lot of hit and miss type activities. She gave me one example of a person who came in and had health-related problems and she attempted to look at the Activity Cards--and at the time the Activity Cards she needed weren't there--(she did add that they were later added). She did not have a chance to "dream anything up" for the student and as a consequence, he was no longer with the program.

   With regard to Learning for Everyday Living, she stated she had looked at it once. Others were more familiar with it. She did administer the APL screening device. She simply wished the program had one person whose sole responsibility was to do the APL.

   We discussed the vertical file. She does use some pamphlets, but they're not from the file. Occasionally, she may get one or two things out of the file, however, she obtains a lot of materials she puts out in the lobby from other sources.

Professional Questions:

1. She mentioned the way in which they exchange information at the ODC meetings--meetings with the ODC personnel which are held weekly (Tuesday afternoon). She said that the students speak with the ODC counselor on a regular basis and that the students are checked with on a regular basis by the teachers. She said there's also a lot of telephoning that goes on between the ODC office and the Education Center.

2. We discussed the criteria for determining the major areas, criteria, and she said with budgeting if you could see them making out and find out that they were living within it, she felt that was a good criterion measure. Obviously, in a driving test, if they obtained their driver's license, this was a measure of success. If it was a health-related item, she said this probably took a little longer, but you could notice the clients being cleaner. This improvement came over a longer period of time. She mentioned one specific instance in which she had occasion to work with the ODC office and the client had become noticeably cleaner over a protracted period of time.

4. She was not in the program at the beginning; she came on board July 1, 1980.

5. With regard to the APL, she said she had attended an APL workshop in Rochester which the APL Coordinator and the two Facilitators had taught. She said she felt she had little opportunity for input. She did not feel that the Facilitator had been on site a great deal. There are two teachers who split a 40-hour week and at the time the teachers are not there the aides are, and they were able to carry on the work. She said she felt that a lot of the APL work had been left on their (the aides) shoulders, and she felt that there was some improvement needed here. She stated that she felt the fact that the APL Facilitator was Secretary of the Board of Directors had affected their relationship; that they had voiced these opinions at a recent meeting held and that this tripartate role on the part of the Facilitator had very definitely hindered relationships. She felt that because of the Facilitator's role on the Board that she spent perhaps a disproportionate amount of time at the ODC office rather than in the classroom. She felt that the staff felt threatened, and she hoped that this had been resolved. She believed they had seen little of the Facilitator as a Facilitator, which did cause some problems; and she felt that it may have been resolved between the ODC office, the Facilitator and the staff. She felt that there had been some difficulty with the ODC office which had been resolved. An example was given of one ODC client who had made threats and she felt that the Board and the ODC had sided together against the teaching staff; however, the man was no longer there, and she understood that the ODC office was providing him with his educational opportunity by providing special tutoring services. But he was no longer at the Center and she felt that this had done a great deal toward resolving some of the problems.

7. She stated that she and the Director had visited two other ABE Centers, and she didn't really feel that they were too different from theirs. She said that part of the problem had been that the Board had been saying that they were too different and they had visited the Centers to see the ways the other Centers were accomplishing their aims and objectives.

   She said that she felt that none of the other centers knew what they were doing in their particular center when they walked through the door, and she felt that any ideas of differences certainly weren't there. Therefore, she felt that the idea of uniqueness in regard to their county was most inappropriate inasmuch as they had been criticized for being too different and/or unique.

8. Regarding the cooperative aspects of the two programs, she said she really didn't know too much about it.

Summary of interview held with Teacher Aide "J" at Site "F" on Monday, March 9, 1981.

1. The individual stated that he did his evaluation from talking with the students and determined their needs. The testing was the responsibility of another aide and the ABE Director. Regarding the APL survey and the information from the ODC, they got the results sometimes "yes" and sometime "no." Regarding the testing and APL result sheet, he just didn't use it. He felt that he could get far more from talking to and interviewing the students.

2. Regarding the ABE projects, he used the math and consumer type information. He developed the project called ABE's Hardware which involved such practi-

cal applications as carpeting the floor, measuring, pricing, etc. His information was only a few months old, so he didn't feel any need to update it. He did feel that he worked with students on a one-to-one basis on functional things such as banking skills, and telling time. Other people worked with job applications, Income Tax (from the IRS) and similar activities. These were group activities.

3. J. has been employed since July of 1981, a period of approximately nine months.

4. He felt that the strength of the APL program was that it meets the needs of the students. He does not prefer to use the APL checklist. He stated he did not prefer to use this because he felt that talking to students was better.

5. When asked for improvements, he believed that one of the positive things that could happen was that the whole paper system could be eliminated.

   Regarding the Activity Cards, he felt that they were worthless in their present state. He stated that, in his opinion, if you can't tell time it's not going to help you to be self-directed because you probably can't read the cards. In order to cooperate with the system he did make some of his own Activity Cards and he put them in a box. He felt that he would like to see a book of ideas or suggestions that would assist him in getting ideas and working on Learning for Everyday Living. He said that he had used it and found it helpful in presenting areas that you don't ordinarily think of. He felt it broadened the scope of the APL program, but he also felt it wasn't directly related to "classroom teaching."

   With regard to the vertical file materials, they were rarely used; he didn't find a lot of "stuff" to be useful. If he needed materials he went out and got them, and he did not feel that he had or was going to update the pamphlet file on his own. He did, however, say that he felt that a great deal of planning had gone into it and there had been some good ideas if you used the materials very carefully.

Professional Questions:

1. Regarding the way in which information was transmitted: to the student it was on a one-to-one basis--while he was working with them. He would encourage them by saying that they were doing great and they would get direct feedback. If not, he felt he would search out and find the appropriate remediation to assist the students immediately in solving their problems.

   Information relating students is shared between teachers and the ODC staff every Tuesday in a staff meeting. They normally cover every student, so that type of communication is there.

2. Relating to criteria, he felt that there was a general concensus between the student and teacher when the goal was reached. The student had confidence in his/her own skills of problem-solving and the acquisition of knowledge. In general, he felt that people knew when they got where they were reaching (goals). He stated he "was not big on paper work."

4. He was not in at the beginning of the program and had attended one workshop. He and the other aide had participated in the general APL workshop for aides. It was taught by the APL Coordinator and the two Facilitators, and he enjoyed

the brainstorming sessions.

5. He felt that he had had an opportunity to participate; he felt someone was taking a good common sense idea and putting it into an academic structure. He felt that perhaps the Facilitators could help with establishing community relationships, going out and finding ways in which the program could be of worth to local businesses, rather than setting up paper work. We discussed the role of the Facilitator in some depth. He did not perceive that the program was receiving a great deal of assistance from the Facilitator. He felt that one of the "hang-ups" was that the Facilitator was also the Secretary of the Board of Directors and he was not sure that this was a good idea. It possibly caused a conflict of interest. He did not feel that, as a staff member, he was quite sure who who the Facilitator was representing when she did come into the program. I asked if he felt that this dual or triple role inhibited him with communication? He said "yes." I asked if he felt threatened? He stated "yes." I asked, "Do you feel you have reason to feel threatened?" He stated "yes."

   When asked to compare what they were doing with other counties that made them unique, he said he didn't know what the other counties were doing because there was no communication regarding the APL program in other counties, therefore, he had no way to know.

8. Discussing interagency cooperation, he said he simply stayed out of that aspect ot it. He felt his job was to do the teaching and he'd let the administrators worry about the funding and all of the interagency cooperation.

Summary of interview held with Teacher "E" at Site "E_1" on Monday, March 9, 1981

1. The teacher stated that when the students enter the ABE program, she talks to them for a few minutes. The TABE test is then administered; she explains the procedures involved in the educational program such as they're located in the church building and they don't smoke (they may smoke outside if they wish). The APL survey is administered by the ODC office in Warsaw. She's not sure about the inventory. She didn't know about the tests that were done at the ODC office in Warsaw, if any, because the results that they get are all on the cards. She believed they might be the GAITS/McGinity and the WRAT for math. She suggested that I check with the aide to be sure about this.

2. The approach to the APL is usually made verbally. We talked about various types of programs--APL programs that had been used in the Center. She started about six months ago and they did a unit on the election in which they had the voting registrar come to the Center for the people in that immediate area. She also explained where the students might go to register to vote in the surrounding towns. They use the punch card system of voting, as well as a borrowed demonstrator, and practiced voting so that procedure was explained to the students. She also mentioned the unit which they had completed on the use of discount coupons, and comparative shopping. They also completed another unit on recipes in which all of the students were asked to bring in favorite low-cost recipes and share them. She felt that the APL program may have declined since the first of the year; largely due to the establishment of an educational center in the county seat.

3. She has been involved in the program for six months. She felt that the APL depended largely on the interest of the students which was surveyed in an informal manner. With regard to the interest survey that their Facilitator prepared rather than the APL checklist, she stated that they really didn't get a lot of response to that particular instrument.

4. She felt that the basic idea of APL was good. The teaching of students in the area in which they want to learn certainly would motivate them. Also, she felt that the other strength was that the Facilitator and Supervisor of the APL program from the ODC office were quite cooperative and easy to work with.

5. She believed that there was a great deal of difficulty in finding APL materials that matched the students' needs. These needs were determined in teachers' informal surveys. For example, a student may ask about a diet problem or financial help for a medical problem. If this information is not at our fingertips, by the next week, when we have it, the student may not be interested.

   When we discussed the Activity Cards, she said they were not used very much. Learning for Everyday Living--she had looked through it, but it was little used. The vertical file was in their possession and was used a little, "but really not much."

   She went on to state that she felt that the persons enrolled in their program were primarily interested in the attainment of the GED and that might be one of the reasons for the lack of emphasis on APL. She didn't feel really that it was the APL's fault, but the "situation" at the present time.

Professional Questions:

1. Information is communicated from teacher to aide because they make notes in the students' records. The APL Facilitator had been visiting on a weekly or bi-weekly basis. She felt they had a fairly close relationship.

   During the fall the teacher and aide had met with the county representative and the counselor for the ODC staff; and if they had anything else to communicate, they would send a message to these persons through the Facilitator. There was very little telephone contact because the access to the telephone was only on an emergency basis because of the toll charges and the fact that they were using the church's telephone. They had no way, such as a telephone charge card, for charging calls made on the church telephone. Therefore, as she stated previously, use of the telephone was confined to an emergency basis.

2. She felt that the criteria used were in the form of informal remarks or verbal reactions from the students. The student might mention that he/she tried out a recipe. In regard to the driver's license, of course, that was more specific inasmuch as the students had either taken or not taken the driver's examination and had passed or not passed.

5. She had attended one quarterly meeting and she did feel that she had an opportunity to participate into the total program development.

6. She felt that her comments were listened to.

7. She really didn't know what the other counties were doing, except for the sharing time that took place at Wabash and what her Facilitator had mentioned when talking about the other areas which the Facilitator had visited. She said that her Facilitator had mentioned that she would teach a renters' and rentals' responsibilities program. The teacher didn't really feel that that pertained to their area (rural). Many students own houses or mobile homes.

8. She said she didn't know about the interagency cooperation because when she came in "the shift" was already on to the county seat--it was just beginning and by the time she had an opportunity to become acquainted with the people in the program, most of the ODC clients had been transferred to the county seat. She didn't feel that they had close cooperation with the ODC staff simply because most of the ODC clients were missing.

   In response to the question, "do you ever go into the county seat to talk to them?" she said she had been in last fall, and, of course, she'd seen them at the quarterly meeting at Wabash in November. After the Wabash meeting they had a series of meetings (three or four). Recently they have had only one or two ODC clients, so there is little need for meetings.

Summary of interview held with Teacher "A" at Site "C" on Tuesday, February 24, 1981.

1. This teacher stated that she would get the interest inventory and she then analyzed the total class interests to see where the main interests lay. This was the way she developed the individual modules for the Adult Performance Level (APL) program. She also discussed with the students what they were doing in their Job Readiness program; and as they looked at the interest inventory and discussed Job Readiness, she continually tried to update what was happening. In addition, she continually consulted the Goals and Interests sheets which the counselor prepared and looked at the educational prescription which had been worked out by both the counselor and the teachers involved in the program. The counselors would then concentrate on occupational knowledge and the teacher would concentrate on community resources, consumer economics, health, and government and law.

   They gave the TABE test and, if low results, they gave the READ test (Reading Evaluation Adult Diagnosis, published by Literary Volunteers for American Incorporated, Syracuse, New York, and distributed by Follett Publishing Company. The test was prepared by Colvin Root.) After all the data were gathered, the students were placed and the materials based upon the results of the tests and the teacher individual assessment.

2. This teacher who was primarily in this program felt that she was responsible for the APL block, the PI phase of Adult Basic Education ESL (English for a Second Language). The other teacher basically concentrated on the Adult Basic Education section, and she had one Laotian woman who was studying English as a second language. Her husband also attended the evening class, and he studied English as a second language and took the driver's test after working with the APL teacher. He had used a car in Laos before and so it was simply a matter of mastering the written test. They also had studied budgeting and insurance, and she took this couple through purchasing a car, obtaining insurance, budgeting so that they could support

the car and the different areas associated with car ownership. This was an individual program based upon the student's perceived needs. In relation to the driver's test, she's developed a series of flash cards and sample tests. In addition, she's worked with the Laotian couple on holidays and comparing the Laotian holidays and costumes with American holidays and the costume garb that is used in this country. She also has worked with several students on the map study component of the APL.

In addition, she's used reading the Yellow Pages and also the TV Guide. She had an interesting Life Skills kit which had many sample menus. This was actually a purchased kit. We discussed the Activity Cards which had been prepared by the Facilitator. She'd used these in map study. She did, however, state that the Activity Cards that she had didn't always match the needs as determined on the interest survey; and she was having some difficulty finding materials to support these Activity Cards in addition to matching the perceived student needs with the available Activity Cards. She had a great deal of praise for the vertical file which had been developed at the beginning of the APL project, but she felt that it did need updating. This file was developed in relation to the workshops held by Ted McKnight when he introduced Learning for Everyday Living to the teachers.

3. She felt that she really couldn't give any normal time for students to start class. After twelve hours of attendance they were considered an enrolled student. She felt that there were no norms but they could ask a minimum of three months before students took the GED to prepare themselves. The APL program begins soon after the academic program is set up, for day students.

4. First she spoke of the ABE program and she felt that it was giving people a second chance. It provided a matter of positive reinforcement and certainly helped their attitude towards themselves. She felt that the ABE program was a place to go to see concrete achievement being met everyday.

   She felt she had really concentrated on the APL since January. The main strength of the APL program was to give people living skills so that they could function personally. She used as an example one of her students who had had, or may still have, drug related problems. The APL Program gave her an opportunity to sit down and discuss the broad range of social services that were available to assist this individual to help himself get rid of or change his dependency upon drugs.

5. She felt one of the major deficiencies of the program was the fact that either support monies weren't available or materials were difficult to obtain through normal channels. She used as an example obtaining file materials. She was actually using hanging file folders that she had purchased herself to maintain records. There was such a delay in obtaining these that it wasn't worth waiting for--so she purchased them herself.

Professional Questions:

1. She mentioned that the teaching staff and the ODC people, counselor and county representative met over lunch every two weeks where they were able to share perceptions of student progress, both from the teaching side and the ODC side. She also stated that they were on the phone a lot talking with each other. She also stated that good communications existed. In regard to communication with students, she felt that this was simply a daily ongoing matter. She and the other teacher didn't sit down and have formal evaluation sessions, but she felt that the ongoing type of communi-

cation was quite adequate and very well carried out in their particular case.

2. She felt that the criteria she had for measuring growth in APL were measured by the students' understanding. She looked for steady growth. She felt, for instance, all of the students despite whatever handicap they might have probably had a GED as their eventual goal. She felt in some cases this was realistic, in some cases not. With regard to the little things that she believed were important, she mentioned such things as picking up a newspaper that's available in the classroom independently and reading it. Also other things simply came up in conversation as she worked with the students.

4. She wasn't in the program from the beginning; she just started in September. She felt that it took the first semester for her "to get her feet on the ground." She believed that she'd really only become actively and deeply involved in the APL program since January; however, she felt the time that she was spending on it was quite well spent and more than worth the time.

5. She felt she was quite deeply involved in the program. They had monthly meetings at Logansport. She felt that her ideas were deeply valued in getting things ready. At the present time she was working on ideas for the fall inasmuch as the director of the program had asked for their ideas in preparing the request for contract funding next year.

6. Her answer was an unequivocal yes.

7. She really wasn't sure if the students with whom she dealt had unique needs. She felt that they had the same needs and the same desires and probably the same outcomes as students in other areas. One thing that she mentioned, but she did not feel was unique was the fact that she had actually put off working with budgeting with these people because of what she viewed as extreme hardships that these people were undergoing, and she felt that they probably didn't have enough to go around and, therefore, it might be a hollow exercise to discuss and work on budgeting.

   We discussed Learning for Everyday Living and she said she's just starting to really get into it and use it. She liked it very much, but it's not to be used as a reference list, but as only a place to start and augment.

8. In talking about working with another agency, she still felt that it was just fine. She is able to get a planning period on Friday morning. She felt that the facilitator worked quite well with her students. The Facilitator had taught the unit on budgeting. Also, the Facilitator had obtained a male person to talk with one or more of the men in her class who weren't overly clean. She felt that this had had a very good effect upon the people involved and she had noticed that they were noticeably cleaner following this work and felt that this was a definite improvement.

Summary of interview held with Teacher "B" at Site "C" on Tuesday, February 24, 1981.

1. She stated that the students engaged in the standard testing procedure as described by the first teacher interviewed. She did point out that they did receive test data on the WRAT Test card from the ODC.

This teacher felt that the GED was the ultimate aim of all of the students who entered the program. In some cases it was a very realistic aim; in other cases it was quite unrealistic, but she felt that the students coming into the program at whatever level did have the GED as their ultimate aim. She further stated that they had a very high percentage of students who attempted and passed the GED. She even stated that perhaps it was too high. She wasn't sure if it was because the test might be a little less than challenging. She did state that they had many practice tests available and when the students passed the practice tests, she felt that this gave them confidence that they needed to pass the GED itself.

2. With regard to the APL program, the group had studied the income tax unit. She felt it was most interesting and they found it fun and enjo able, in addition to being very informative. She stated that a number of students had either assisted or done their own income tax and she felt that this was a criterion measure of the success of the program.

   In addition, they had also done a unit on metrics and comparative measurement and last year they had done a unit on the conservation of energy. She stated that she was fortunate to have a second teacher assigned to the program this year and that this teacher had primarily devoted her energies to teaching APL, particularly since the first of the year and was primarily concentrating on the P-1 and P-2 levels of students. Prior to the second teacher being hired she wasn't sure if the APL had taken a very strong hold, but since this second teacher was concentrating on APL, it was permitting a high degree of individualization. She felt this individualization was both a strength in the program because it permitted teachers to plan and implement instructional programs at the students' level (where the student felt the most need), but it also took a great deal of time which was certainly a potential weakness.

   She pointed out that she depended on the file which had been developed at Ted McKnight's workshop and had been added to by the Facilitators at a later date. Yet she felt the vertical file was still not complete and that there were many gaps to fill in. She had done a great deal by herself by going to the Extension office of the local gas and electric companies and other sources to obtain materials.

   We discussed the use of catalogs of free and inexpensive materials and she was not familiar with these.

   She felt that the curriculum guide for Learning for Everyday Living was a good guide but certainly not complete and it took a great deal of augmentation on the part of the teachers. She pointed out again that the vertical file was a great deal of help in augmenting and implementing the Learning for Everyday Living materials. She also pointed out that she depended to an extent and had recommended to the other teacher the use of materials from Project Decide compiled by Ruth Huffman.

3. She really wasn't sure how long it took a student to successfully complete the program. She stated, "I used to think that it was four months," but certainly with the APL level student (P-1 and P-2) she felt that it was longer. Ultimately, she felt that the success and length of time that the student was enrolled in the program depended entirely upon the student and the application which they made to the educational program provided.

4. She felt the major strengths of the program were knowing that all the materials available and realizing the cooperation from community groups. She felt it was a distinct advantage in being in the building with the ODC personnel.

5. She prefaced her remarks by stating that she probably was in a minority, but at times she became disturbed by the number of workshops which were held. She felt that she'd like to see the workshops either held less frequently or more specifically devoted to provision of materials which could be used in the classroom.

   With regard to the Facilitators, she did not answer specifically because she wasn't quite sure what their function was.

   In discussing the Activity Cards: she didn't feel that they were of use to a large extent probably because they weren't fully developed as yet. She said, "They're alright, but I haven't used them much because I haven't found the areas that match the students' interests, but I'd like to think that you would use them when they were complete."

   In a discussion of the curriculum guide, Learning for Everyday Living, she said she had not used it that much other than as an overall guide. She liked the file which had been compiled at the workshop and had been augmented. She said that perhaps she was more at fault for not having made more use of the guide, that perhaps it wasn't the guides fault, but rather hers.

Professional questions:

1. Information is relayed to the students when they take tests. She tries to give them immediate feedback and to the more informal nature. With regard to the ODC staff, they have a luncheon meeting every other Tuesday and they discuss each student who is presently enrolled in the program at that time. They also keep in very close contact by telephone and if there is a question either way, they feel quite free to call up and communicate with each other at any time.

2. With regard to specific criteria, she used the example: On working with the income tax unit, she felt that the criterion measure for success was the filing of a return. And she said when you're working with this level student, you look for small things to measure successes.

4. She was involved from the beginning, but she didn't feel she knew quite what her role was at the beginning and that it had taken a long time for the program to take hold, yet she felt that it was a good one.

5. This individual felt she had definitely had an opportunity for input and she did state that she probably could have put in more at the beginning to assist the program. And she felt that as the program progressed until this last year she wasn't quite sure of its worth. She did, however, state that she had seen many improvements in the program particularly with another teacher coming on which freed up a great deal more time that she could see many improvements in the program.

7. She made no comparison whatever because she didn't know how the program had developed in other counties. She felt that the needs of students were probably most similar.

8. She liked the experience of working with the ODC personnel. She said that in her particular area it had been quite positive. She said that there had been a great deal of cooperation, and she felt that it had been there ever since she had, which was a period of approximately four years. Very, very positive in her feedback.

Summary of interview held with Teacher "C" at Site "F" on Tuesday, March 10, 1981.

1. The teacher stated that when the students came in they were given the WRAT test, math, reading, spelling and comprehension tests. Then she stated that either she or the aide assisted the client/student in becoming comfortable in the Center. They discussed the errors which the student had made on the test. This is an attempt to show students that while you had problems, you also were able to seek help and find it here at the ABE Center. They used the test results as a matter of strengthening their individual rapport with the student. They also used the diagnostic test in English, and if the student was determined to be in a very low level, they gave them individual help. This particular teacher was in attendance three mornings a week and worked with individuals and small groups of students. She stated they did not use the test results they got from the ODC and the teacher was not sure if the APL survey summary sheet, which was administered at the ODC Center, came to the Learning Center or not. They did give the APL interest inventory and it was consulted as needed but not on a regular or periodic basis.

2. In discussing the type of materials in the APL projects that were used they mentioned ABE's Hardware, which was done by one of the aides. They also mentioned in one case a student had come in and wanted help obtaining naturalization. I queried regarding the results of this. Apparently, there was a problem at South Bend where the official involved in the naturalization process came in. The client had moved around within the city and wasn't able to recount the addresses and the teacher said it simply was a disaster. The other teacher employed in the Center is presently pursuing this via correspondence, but the matter has not been resolved. Also mentioned as a part of the ABE/APL program was a driver's license, preparation for job interviews, and resume' writing, the writing of receipts, and work with small claims court, which had been done by a previous aide as a group project.

3. This individual had been employed only since August and felt that she really couldn't say how long the students normally remained in the program because most of the students who were enrolled in the program had been there when she came.

4. She felt that it was important to meet the needs of the students and said that the majority of the students had the attainment of the GED as their primary goal. She felt that a majority of the APL instruction taking place at the Center was individual but she did presume that it could be done as a group. She didn't feel that they had as yet pursued it at that length to any degree of regularity and she really perceived the ABE portion of the instructional program to be primarily individual work in meeting individual needs.

5. When asked for specific improvements, she felt that it would be nice or desirable if one person at the Center would be an APL Facilitator and that would be their primary job. We discussed the role of the Facilitator and she said she didn't see her very often, that she didn't feel that it was any reflection upon the Facilitator, but she was only part-time and the Facilitator might well be there when she wasn't. She didn't recall any groups being taught by the Facilitator in their particular Center, but she also pointed out that she had been on maternity leave for six weeks and it might well have taken place at that particular time.

   With regard to the Facilitator's position as secretary to the Board of Directors, she felt that it really hadn't affected things that the individual was the most organized and efficient person on the board and she would hate to see her give up the position because she felt she really assisted the Board with their work. She didn't perceive the Facilitator as being a threatening factor, but she did believe that it probably would be better in the future not to serve or belong to the Board if an individual were employed within the system.

   We discussed Activity Cards and she felt that they were good, but she didn't use them very much because she hadn't had time. She could only recall using the Activity Cards once with a student studying units of measure. She felt that the majority of the students wanted diplomas (GED) and that a small group of students were enrolled for the facet of the instruction she perceived to be APL. She felt that for the specific needs that might have been called upon--there were no cards to meet these needs at the time--and she felt to go beyond these and prepare lessons on her own, she simply didn't have the time with the number of students that she was meeting.

   Again, going back to her original thesis, she felt that she was looking at it as a part-time person where she thought it would be much easier if one person had a full-time job rather than being two part-time teachers. She felt that it was both hard for the clients and the teachers and particularly as she and the other part-time teacher didn't have enough overlapping time where they could discuss their own instructional matters.

   Discussing Learning for Everyday Living she really hadn't looked at it. The APL training which she took was a four to five hour meeting with the Facilitator in which she felt it was far more oriented to the use of the Activity Cards than to the curriculum guide. We then discussed the vertical file. She did use it as she needed reference materials and she used it particularly when she was working on job interests and resumes. She felt that she knew it was there and if she needed it, she would go to it, but she didn't spend a great deal of time looking through it simply because she didn't have the time. Again, she felt that the training that she had had from the Facilitator had focused mainly on the Activity Cards.

Professional Questions:

1. Information is exchanged at the ODC staff meetings every Tuesday and every client had been previously staffed. At the present time they were only doing the clients that any of them needed to share something on.

With regard to the ABE students, they do keep records on the individual tutoring and they discuss these clients at staff meetings. They usually discuss successes, problems or needs; not every student every time.

With regard to communicating progress to the students, they have developed checklists for math and reading skills and also social studies and science. Examples of these checklists were obtained; they centered primarily upon the GED as a source of direction. They have no checklists that specifically involve APL subjects (projects) at this time. We discussed the matters which had caused some of the problems and she felt that there was some confusion with the Board that they had felt that the training was being run as in a traditional school and that this had been (part of) the problem. She voluntarily goes to every Board meeting and if not called upon for information, she usually does volunteer it.

2. Regarding criteria, she felt that the instructor would discuss successes with each student individually. They do have an honor roll available. She said that the Board hears about the GEDs but not about the APL successes simply because there's probably no way of reporting it. Again, she said sometimes they might add comments voluntarily concerning specific success stories.

4. She was not employed when the project was initiated.

5. She felt that she was perfectly free to make comments to both the APL Facilitator and the ABE Director.

6. She felt that her comments were listened to and in some cases were implemented.

7. She felt that the unique aspects of the program were that they were bringing speakers in from the community on a weekly basis. They have had speakers from the Health Department, the Fire Department, Welfare Department, etc. And she felt that this was a very unique facet of the program in their county.

8. She felt that they were working together very smoothly now. The misunderstanding of the roles which had existed with the Board had been adjusted to a great extent and that the county representative also was much clearer on what they were doing in the class and the ODC staff was probably more clear now.

Summary of interview held with Teacher "B" at Site "A" on Monday, February 16, 1981.

1. Teacher pointed out that many of the ABE clients were walk-ins and in the one evening class fewer than ten per cent were ODC referrals. During the day the ODC referral rate is much higher. All students are given a standard battery of tests plus the informal checklist which is related to Learning for Everyday Living in an attempt to determine their interests.

2. Some of theAPL components which were identified as having been taught were "how to read a road map," taught by the teacher, and "comparison shopping," which was taught by the APL Facilitator for the area. Most students coming into the program probably have driven an automobile, and some of them may not have been licensed to do so. One of the APL components is to familiarize them with taking the dirver's test--really take care of fears they have concerning taking the written portion of the driver's test.

Following instruction some of them go to the License Bureau and obtain a license to enable them to drive legally in the State. Another activity is the use of a cookbook which was written with few words and many illustrations depicting ingredients and directions, which was obtained from the Indiana Resources Curriculum Program in Terre Haute. It was pointed out that the curriculum library in this center would be obtaining one of these cookbooks as a part of their basic instructional materials.

3. This teacher felt it was very difficult to give an average length of time for people to be enrolled in the program. She said that they had had some students there for as long as two or three years while others came in and out of the program as need and family circumstances dictated, and there really was no way of determining "average" time enrolled.

4. The perceived strengths of the APL program were the high degree of individualization and the fact that the APL program appeared to be filling the felt needs of the students. These needs were being met in a very practical way at the time in which the students needed the materials being covered. It is basically a "needs" program.

5. Regarding improvements in the program, this teacher felt that she would like to make increased use of the Facilitator; and she believed that perhaps because of the geographic proximity of the Facilitator to other sites, that this particular site had received less assistance than expected at the outset of the project. This "shortfall" was basically perceived as one of geography and focus. The second area of concern voiced by this teacher was the manner in which the Activity Cards were developed for use. Activities which were not "pilot-tested" by students contained directions which were either confusing or not clear when actually used by students--hence the problem with the cards. Further suggestion was made that the teachers should be more deeply involved in the development of the Activity Cards. Teachers would probably use the Activity Cards more and the cards would have a better educational focus if they were directly involved in their development.

Professional Questions:

1. Regarding the relaying of information, this teacher said it was strictly on an informal basis. She had been in the community a number of years and had developed many, many personal as well as professional sources. She stated that there is a council of agencies which brings together agency personnel at various sites on a regular basis. She felt that this was quite conducive to good interagency cooperation and was quite useful to her in getting the type of assistance that her students required at the time that this assistance was needed.

2. This teacher provided several examples of informal post-tests which she had used on driving and the reading of road maps. She also mentioned that the APL Facilitator had done a post-test on the comparison shopping unit using the matching of pictures with printed tips for the wise shopper. This was very successful. She felt that rather than the use of post-tests in the "traditional" manner, that it was far more important that the students' desire to learn the information or skills being taught. Students must want to learn and finally that they must see results to their learning. The desire and need for certain knowledge outweigh the need for pre-testing and post-testing.

4. This individual has been involved with the APL program since its inception and with the ABE program since it was first brought into the community a number of years ago.

5. The individual has participated in the development of the APL program and she's had a great deal of input into it and feels that this input has been recognized.

7. She was not sure that the needs of her county were unique because she wasn't quite sure what the other counties were doing. She did feel that APL was meeting the unique needs of the student. She stated, "a student is a student,"--unique, whatever county they are in. While she felt that each county might be treating the APL program differently, she felt this was probably more because of the nature of the individual teachers and county representatives involved rather than the unique nature of the students or their needs.

8. She felt very good about working with the other agencies. She felt that it strengthened both of them (DPI and IOOD). She felt that the agencies working together tended to strengthen each other. She also felt that one of the main objectives of the program--particularly with regard to the federal guidelines--was to move more people into the employment field. She felt that this ODC aim was a very valid one and might even be emphasized more in the ABE/APL educational program.

Finally, she had some very general comments about the curriculum--basically, involving Level 1 and Level 2 of the Federal program and the way in which the State of Indiana had the Level 1 divided into Levels P-1 and P-2. She felt that the curriculum guide, Learning for Everyday Living, was valuable as it had gotten the program "off dead center." She felt that if the curriculum guide were to be revised, that the list of resources should be updated and that a few more activities should be included for the P-1 Level.

Finally, she felt that perhaps the high schools were referring clients far too freely, particularly in the 16-17 year age group; that when a student was planning to drop out, rather than trying to retain that student, the high school simply was saying, "Yes, you can continue or go down to the ABE Center to continue your education and you can obtain a GED." And she felt that while there was good communication with the high school informal counseling staff, it was on a more or less informal basis.

Summary of interview held with Aide "A" at Site "A" on Monday, February 16, 1981.

1. The aide informed me that when these students were assigned to the ABE/APL program, she and the teacher administered tests, they also studied the test results that accompanied the student from the ODC office. They used the test of Adult Basic Education (TABE--published by McGraw Hill). Following this she stated that she liked to take some time to become acquainted with the students in order to establish a good working relationship with these students. She stated that the teacher and she then sat down and tried to assess the educational program and discuss this with the student in order to be sure that it (hopefully) fulfills their needs.

She pointed out that she felt that her main function in the program was to help the student and be a general assistant to the teacher and also to keep up on the bookkeeping work which accompanies each student's entry and con-

tinuation in the program (Note: this site keeps detailed records on individual student folders and these are updated almost daily. Either the aide or the teacher can have data relating to the educational progress of the student at any given time).

2. She stated that the APL elements of the program--they had used map reading, which had been taught by the APL Facilitator. They'd also used consumer education and comparative shopping as well as budgeting. She also mentioned that she had been engaged in many individual projects based upon the interest checklist and she tried to approach individual student interests from a personal basis. When in conversation with the students, she would often determine personal needs and attempt to work with these.

3. She had been with the program from the beginning of September 1980.

4. She believed the major strengths of the program were to motivate the student to achieve individual goals and functions more effectively in their everyday lives. She mentioned two projects of this nature. The first, she said when the students come in they attempt to determine if they have a driver's license. Many of these students have been behind the wheel and driving for some time, but they don't have a driver's license. She felt that the taking of the driving test was a matter of confidence and they begin work almost immediately on the particular aspect. She also mentioned that there was a unit that she used that had been prepared. She showed me several different restaurant menus and in many cases they would try to teach the students to use and read the restaurant menus so that they could again walk in and order. She even cited one individual who was a non-reader and she said, "How do you do it when you go to a restaurant?" And he said, "Well, I look at what people are having and point over there and say, "I'd like some of that what he's having." She pursued this and asked this person how he paid for it; what did he do when it came time to pay if he didn't know how much it cost? He said he always made sure he had plenty of money when he went into the restaurant.

5. She felt that the things that were accomplished with the group were fine, yet she felt that these group activities simply didn't reach the interests of everybody and she felt the APL program was a very highly individualized program designed to meet their needs. She then added somewhat sheepishly that this might be somewhat idealistic, but that was her view and she attempted to accomplish this in working with these students.

APPENDIX D

SUMMARY OF INTERVIEWS WITH COUNTY REPRESENTATIVES, COUNSELORS, ABE DIRECTORS AND SELECTED OTHER ADMINISTRATORS WORKING WITH ABE/APL PROGRAMS IN A SIX COUNTY AREA

Summary of interview held with Professional "M" (Program Coordinator) at Site "C" on Friday, March 6, 1981.

1. This individual is responsible for coordinating the program with counselors and county representatives over the six-county area. We discussed Learning for Everyday Living and the Activity Cards.

   He felt the APL program was and should be an integral part of the educational component of the program primarily for lower level functioning clients. He discussed the use of the GAITS/McGinity and WRAT Test, which he felt were primarily used by the counselors through the ODC's in testing. Regarding the APL survey, he said he didn't recommend it to the county representatives specifically. He felt that the county representatives and counselors were most motivated in making the APL go. The county teams were allowed the freedom to make change and implement and different counties developed along different ways. It probably led to a different focus on APL in each of the six counties involved in the project.

4. We discussed strengths of the APL program. He felt that it permitted the lower functioning clients to experience a measure of success in their educational program and they were able to observe their own progress throughout. He also felt that it was a highly realistic approach to everyday learning for life.

5. He felt that the improvements that might be made were increased motivation of staff. Often there was a communication gap, an understanding gap. He also felt that there might be something lacking in how or why APL appeals to the staff and that there was a certain degree of resistance or reticence to putting energy into the program. He wasn't quite sure why this existed but he did have the feeling that it existed.

Professional Questions:

8. Regarding interagency cooperation, he felt that it was as positive as could be expected and it was something that needed to be kept working on and developed as the program evolved.

Summary of interview held with Professional "J" at Site "C" on Friday, March 6, 1981.

1. In the discussion of the testing procedures, the Facilitator pointed out that in the three counties which she covered there were different procedures for each county. In Kosciusko County the ODC tested for purposes of evaluation for team assessment. They did some psychological testing and basic IQ testing and they also gave the WRAT for mathematics and the GAITS for reading (Gaits/McGinity). She didn't know who was giving the APL Survey or if it was being given. She said it was just sort of up in the air. The teachers were testing for placement and testing for progress. They were using the TABE and other tests as they deemed it appropriate. In Wabash County the APL survey was given at the ODC office and the check sheet

was given also at the ODC office. The rest were the standard tests--the Gaits/McGinity and WRAT which were administered by the staff at the ODC office and teachers tended to use again standard tests--usually TABE if felt necessary at their level.

In Miami County it was still the standardized testing procedure, except that the APL survey was administered by the Learning Center teacher but scored and analysed by the County Representative.

2. We discussed her role in the APL program. And again she felt she had been behaving in different ways toward different counties based upon the way they perceived that they needed her services. In Miami County she stated that the teacher wanted suggestions and input but she ran things (and very well!). In Wabash County the Facilitator was engaged in ongoing groups--that is, she initiated the groups and implemented and taught them.

   She was asked what she considered to be one of her most successful activities, and she indicated that the unit that she did on fire and home safety where the fire chief came in to talk about fire safety and then she used the illustration of one client whose fuse box was locked in the basement. The fire chief, who represented an authority figure, told the client that it was illegal and they took steps to initiate it where the client was instructed to call to change things; they took steps to change things; where the client was instructed to call the building inspector and say that the client had been referred by the fire chief and that this situation could be changed. The facilitator felt this gave the client a great deal of self-esteem because the client was able to identify and solve the problem which had been earlier very, very vexing to her.

   In Kosciusko County, she mentioned that she had taught a unit on comparative shopping and in which generic products were compared with brand name products. This permitted such items as fruit salad to be "taste tested" and other items were felt for their composition. The illustration she used was toilet tissue; and she felt that the program had been quite successful and had resulted in the clients becoming more aware of products, their values, and in some cases the value of purchasing generic products simply because you were not paying for the advertising.

   She was questioned about who provided the money to purchase these products for the comparative shopping. The teacher had done this. We discussed further the budget matters and she said she was not aware of any provisions being made for the purchase of products for this instructional purpose out of public funds as instructional materials.

3. She felt that determining the average length of time was most difficult because it depended entirely upon the way the program was progressing. She said that when she was teaching a group, it depended entirely upon the way they were going and on the way it progressed from its inception until what was judged to be a successful conclusion.

4. Discussing the strengths of the APL program, she felt that one of the most important strengths of the program was that linkages were established where the jointly funded program, personnel from both programs were working together. She felt that eventually resulted in a stronger program being offered to help clients and students. The second strength she perceived

in the program was that of helping people "own their own lives." They were able to learn things which were important to their everyday lives which they had not previously learned.

Discussing weaknesses in the program, she felt that some of the linkages were not as good and strong as they could be and indicated that this was an ongoing thing where these simply had to be strengthened everytime you went into the field.

The second weakness that she perceived in the program was the fact that the dissemination of information and materials was not as strong as it could be; that is, there was not a good delivery system; that people within counties and certainly between counties were not aware of what other people were doing and the way in which their actions related to other areas of the program--even within the county.

Professional Questions:

1. Regarding the relaying of information, again she felt that in this particular instance that the information about student progress in some counties was relayed; and she felt in her own particular instance she would simply go and ask the teacher if she had a need to know. She knew in Miami County that there were weekly meetings in Peru--actually Monday afternoon--where she met with the ODC County Representative and usually the counselor and the teacher in all cases. She felt that this was quite good.

   In Kosciusko County she met with the teacher bi-weekly. She met with the County Representative periodically, but not on a regularly scheduled basis.

   In Wabash County she felt that there had been a breakdown in communication in the recent past. She met with the teacher every Wednesday and the ODC staff group--she had not been able to get in, had not been able to meet with them on a regular basis. She was trying to establish it. She felt in the Wabash County area that what we had was a triangle: teacher

2. Recently she has not been able to meet with the teacher and the ODC staff at the same time, nor has she been able to get a regular time on Wednesday to meet with the teacher. Vacation, holidays, etc., made it difficult to schedule. We discussed the specific criteria for defining student success. In some places she felt that the goal was quite easy to measure and the example which was used was obtaining a driver's license. In others, she felt that it was very difficult. She used the example of the unit, purchasing a used car, which she had discussed with her clients, but so far as following up, they didn't go out and purchase a car everyday, and she had little direct feedback. This made it very hard to define but she felt it was one of the more successful units even though she wasn't aware that any one of the persons attending those sessions had specifically purchased a car as yet.

   We then discussed the Activity Cards. She explained the fact that they were having very difficult problems in getting them duplicated. At the present time, IVY Tech was doing it through their printing workshops; and she felt would be improved, but one of the difficulties was since IVY Tech does the printing for a nominal fee, they did it as it suited their

curricular program and at the present time they weren't receiving the activity cards back as soon as they'd like them after they were submitted. She knew the activity cards were designed to be used by students with assistance from the teachers, and she felt that the activity cards being used by the students in some cases the students would simply call for assistance when they felt it was needed.

On the next level then it was hoped that the activity cards would develop to a point where they were truly functional. She felt that in order to be properly used that approximately 100 additional activity cards would need to be produced. There was an attempt through the identification of the various goals to relate the activity cards to Learning for Everyday Living.

We then discussed the vertical file (APL) which had been developed at Ted McKnight's workshop in relation to Learning for Everyday Living. There had been some updating of the file and she felt that the Facilitators were constantly attempting to add to the file. And she said that they got these at various places--such as, picked-up workshop information, attending conferences such as the one on Electrical Living, and in other cases through word-of-mouth; and then they would try to obtain materials and see that the teachers got them.

One query directly about using resource catalogs. She was not aware of these and, however, would like to have information regarding them. She was provided with an address where she could contact the publisher of the Educator's Progress Series.

4. She knew that she had been involved since October of '79 in the actual development of the project. She had been the first of the two Facilitators who had been hired.

5-6. Obviously, because of her position, she had had a great deal of opportunity to participate, and she certainly felt that any ideas she had could be implemented throughher own work.

7. She felt that this program was sensitive to unique county needs and that there had been no attempt at absolute uniformity rather compliance came through persuasion. There had been an attempt to introduce certain common elements into the program; however, it was the responsibility of the individual counties to handle them and use them as they saw fit. She felt that her job was to present models to which the individual counties could adapt and be allowed to choose that which they deemed appropriate.

8. She felt that the linkages that were developed were quite good and strong and because of her perspective, she said that she was enmeshed in it and sometimes she felt that the problems were worse than they are simply because she was close to them. However, she did feel that it was a very strong program and certainly was much stronger because of the dual sponsorship than it ever could have been had it been standing alone (single sponsorship).

Summary of interview held with Professionals "C" and "B" (County Representative and ODC Counselor) at Site "A" on Tuesday, March 3, 1981.

1. When the clients come into their office, they make an appointment with the County Representative who helps them complete their application, determines eligibility, assigns them a priority number and gathers vital data. The Counselor compiles a social history and then the clients attend an orientation meeting with a CETA specialist. The three then meet as a team and define the educational components as related to client achievement. All clients have been tested in reading, math, and the clients scheduled for GED classes take the APL interest inventory. All these data are then compiled and goals are established and these are transmitted to the teacher and the student. If the clients are to be enrolled in the educational component the teacher receives the data.

2. Both individuals agreed that the APL's strength was an application of practical skills that at the functional level--they mentioned such items as managing a checkbook and good nutrition. They felt that the strength of the APL program was definitely its flexibility and adaptability to individual client's needs as the need was identified, either through the ODC counseling staff and/or the teacher.

3. When questioned about the average length of time, they felt that it depended entirely upon the person. It might be four to five or six to seven months; it was almost a matter of individual needs; and they were quite hesitant to give any firm estimate of the average time a person might be involved in the program.

4. They perceived the major strengths of the program as things that a student might learn in APL that they probably wouldn't learn anyplace else. It's highly individualized, practical and meets the persons needs. Again, they felt that all the material covered was of a practical nature and almost based on a hierarchy of the individual student's needs.

5. They felt that there might be more need for special people to do certain things--the identification of guest speakers, and so on.

   Another area of concern that they had was that their facilitator wasn't in their area all that much and they realized that it was extremely difficult to cover three counties for one person to be assigned to push and assist with APL over a three-county area. They felt it was actually making an unrealistic expectation of the Facilitator.

Professional questions--

1. They relayed information about student progress at a weekly meeting which they hold on Mondays. The County Representative, ODC Counselor, teacher and the teacher's aide (four persons) have lunch each Monday at which they discuss student progress and any problems they may be facing.

2. With relation to the specific criteria they agreed that some of the APL products were fairly easy to measure such as getting a driver's license or filing of an income tax form. Yet they felt there were other areas which it was most difficult to measure progress such as a lesson in

mutrition where you really weren't sure if the nutritional student pattern of the client or student had changed. The student might report this, but you probably couldn't be sure and you certainly couldn't check on what they were eating all the time.

The second example used was in comparative shopping. Again, the student might report that they were saving more money by comparative shopping, but there was no actual way of verifying this.

4. Both reported that they had not been involved in the project from the very beginning but indeed were "relatively new" on the job.

5. They had attended several of the quarterly meetings which were held by ODC supervisor out of Rochester and they felt these meetings were quite beneficial and enabled a better exchange of information to take place.

6. Again they made reference to the quarterly meetings which they had attended. They felt that they were able to exchange information and have input into ideas.

   The second strength they mentioned was that they talked with the facilitator alone or perhaps with clients in making changes in educational programs. This was not done on a regular basis, but they did feel that it was beneficial.

7. They felt that this was a very difficult question to answer because they had no comparative data. They did feel that they perhaps had fallen behind slightly because of a switch in class sites, which had taken place earlier in the year.

8. With regard to interagency cooperation, they felt it really worked out well. At times they felt that it became a little confusing and at times there was also a lack of a span of control. However, at the working level they felt that the relationship was good and they personally were experiencing few if any problems; and in some they felt that it was probably quite effective and they felt sure that as it developed, the lack of clarity on the working relationships would probably be cleared up.

Summary of interview held with individual "D" (Counselor) at Site "B" on Tuesday, February 17, 1981.

1. Counselor mentioned the same process of bringing the people in: the interviews, team assessment, perhaps the assignment to ABE with the APL component. He felt that there was an attempt to identify those persons who were more strongly APL oriented and to make this suggestion to the teacher.

2. He felt that the students need to participate. He mentioned the bank account unit and opening the bank account as being a criterion measure. He also mentioned the garden project which had been done. Then he said, "you know, just coping with life skills." Again he mentioned shopping knowledge, comparative shopping. There is a very strong component in this program of English as a second language (ESL). There are both Laotians and Thais enrolled in the program, predominantly female, and this ESL

program is used to teach them basic English in order that they can function in our society. It's very strongly tied into the APL program because the English which they are learning is functional English--examples such as: shopping in a hardware store, or comparative shopping, learning basic cooking skills, and so on.

3. The counselor really didn't feel there was any normal length of time. He felt rather it was the length of time it took to do the job for the individual. Again, he felt that this was a matter of making the determination based upon the team assessment and the ultimate criterion measure was the individual's finding and keeping a job.

4. He felt that the strengths of the APL program was teaching "coping skills." The fact that the individuals were able to observe achievement, and to see their accomplishments as being their own. He also added that he liked to see people accomplish their goals.

5. He said, "Really, no..." he wouldn't make any changes in the program. He said he wished we were further into it. He felt that in implementing it they were overly cautious; he's feeling much better about it now; and sees more and more APL being included in the program everyday. He also added that he felt that the Facilitators needed to go in and demonstrate through teaching and participation rather than simply encouraging the teachers.

Professional Questions:

1. He too mentioned that the teacher was involved in the team assessment meetings. They discussed individual problems on a needs basis; and he felt one of the strengths of the program was that they were all housed together because it gave them a great deal of proximity where there was much informal exchange of information.

2. He felt that there really were no specific criteria other than those mentioned--achievement and accomplishment. And as he said, "if a student does it, and they know it, and I know..." he felt that that was a criterion for success. He also mentioned that he felt that their county had a slightly different philosophy than perhaps other counties did. Their county had the students more involved in their own life, and they attempted to make the students more independent. He said they didn't give out a great deal of additional aid. They simply felt that the educational opportunity was there if the students wanted to utilize it to improve themselves. The staff did all they could to help the students, but they weren't going to make them dependent upon the welfare system. They were going to make them independent of the welfare system.

4. The individual had been involved in the program from its very beginning, and he felt he was pretty deeply involved.

5. He definitely felt that the input that he had into the program had been needed.

6. He certainly felt that his ideas, comments and concerns were seriously considered and used in the overall program goals. He also felt he had direct contact with the teacher, and that the teacher was more than cooper-

ative in anything that he asked. The teacher attempted to do with the students what was needed.

7. He felt that the program was just beginning to meet the unique needs of the students. He mentioned the banking trip; the ESL program; the garden project; and some indepth counseling and work being done with one young lady who had serious problems.

8. He simply felt there was terrific cooperation between all the agencies involved.

Summary of interview held with Program Specialist "A" at Site "B" on Tuesday, February 17, 1981.

1. The students become involved in the program through the usual processes: a determination of eligibility; a team assessment; orientation; counseling; and the testing program. This individual shared her time between two sites.

2. The determination for the assignment to an educational program is made during the team assessment interview. It was pointed out that what an individual client desires makes a lot of difference. If they don't want a GED, they are not made to take that component. However, they don't have to want a GED to get on the ODC program. They can be on another component like work experience. The area in which she was primarily interested was that the reports they receive show that the student is making progress. If the student is not deemed GED material, then she feels that the APL component is quite good and well implemented. It also means that some people who are older--who need some specific type of help--are able to obtain it. She used the following example: an older woman, who did not have a driver's license, was able to obtain it because she really gained the confidence to take the test. She believed this was a very positive action.

3. She really didn't want to give me a time estimate. She said that the time that a person is enrolled in the program varies greatly--mostly she believed it was between five and six months. She said that it depended entirely upon the individual.

4. She felt that the major strengths of the program were enumerated above--the fact that it gave the individual the opportunity to obtain self-confidence. However, she said she had not talked to her clients about their satisfaction because she felt that the satisfaction was evident when she was able to place them in on-the-job training (OJT). The degree of satisfaction might weel be mirrored by the way in which they performed their tasks while on OJT.

5. She said she didn't really feel that there was much in the area that needed improvement. She felt that the teachers, the aides, and the personnel were doing an adequate job and this was evident in the performance of their clients when they were on-the-job and became employed.

   She felt that the job readiness and the growth groups were also helping. I specifically questioned her about the growth group. She said that that was an off-shoot from the counseling and had been developed as a separate entity as opposed to being part of the job-readiness program. Their

counselor accomplished this because it seemed to help their students a great deal.

Professional Questions:

1. She described in some detail their team assessment program in which the various members of the staff participate on a regular basis. This team includes the counselor, the other members of the ODC staff, as well as the teacher. They also feel that because the classroom is located in the building they have quite a lot of informal exchange. If they're having a problem with a client, or the teacher is having a problem with a person, they are able to look at the problem immediately. Conferences take place on an extremely informal basis, yet, they get the job done.

2. She felt that the criterion measure really was the employability and retention of the clients. She then pointed out that the clients that would be seen on a repeat basis were those that were unsuccessful. Those who were successful, that got jobs and held on to them, many times didn't come back because they were busy with their jobs. We talked about ratios, and she said she imagined that on the first job fewer than half of the clients were successful; but it was a very difficult thing to determine simply because of the way that clients moved in, moved out, and would return from time to time when they were no longer employed.

4. She stated that she'd recently had a job change but last summer she had worked with the group in making up activity cards, and she said she was really enthusiastic about it, but then when her job changed, she said, of course, she was no longer doing this so people became involved when they could see a direct result of their labor. In her present position she was in an entirely different role in working with clients, therefore, she was just simply not involved in the activity card project.

5. Again, the mention was made to involvement with the activity cards at the time it was felt to be a part of her job and she had been involved more in a teaching function.

6. She said she felt extremely free to communicate. The Facilitator came in one afternoon a week and they did communicate openly at that time.

7. She felt that there were probably not as much differences in county needs as differences in staff needs in counties. Because of the nature of the organization of the ODC offices, she felt a great deal of freedom and responsibility. She believed that different staffs in different counties met the needs of the county partly in the light of their own (the staff's) needs. She went on to explain the way in which the counseling staffs differed in their handling of clients between the two counties in which she worked. One counselor felt the need to talk to the clients for only fifteen minutes initially, while a second counselor preferred indepth interviews with the client. She felt that both were equally successful because their needs and the needs of the clients were being met.

8. She felt very good about working with the client. She said it was not only IOOD and DPI but she was also employed by the Employment Securities branch. She said she saw no conflict with the linkages and in fact the linkages were very close because they were all housed in one facility and if she had a need to find our information about how one of her clients was doing, she could simply

see the teacher. If the teacher had a need to communicate something to her, while it was informal, the teacher merely stopped in and they discussed the matter.

Summary of interview held with Professionals "A" and "B" at Site "D" on Wednesday, March 4, 1981.

1. When a student was accepted into the program, they administered all of the tests--the APL survey, the reading test, math test, the interest, which is a self-directed search, and they also gave the APL checklist. These data are then transmitted to the teacher if it is determined that the client is to be assigned to the ducational component of the program.

2. They feel that the purpose of APL is to make the student more responsible, using such items to illustrate such as budgeting and also to enhance the student's reading and math ability, primarily at a functional level.

3. They declined to make any definition whatever of normal time in program.

4. They discussed the groups that were available in the vocational schools, such as special interest groups, and they also discussed the "linkages" between agencies. They gave several illustrations of what they consider to be good applications of APL such as the fireman who came in and discussed fire prevention and electrical socket safety. They also mentioned an example of one client who had an apparently low IQ (no mention was made as to how this measure was determined). It had been decided and this client was "held over" due to the APL program and the APL director who did a great deal of personal work with this particular client to enable him or her to succeed and make better adjustments to life situation.

5. In discussing improvements and concerns for the APL program, they stated that they certainly would like to see more APL materials provided. They mentioned the Activity Cards specifically, but they also mentioned that this would probably come with time. They mentioned that they would like to have more time available for the coordination of efforts. They thought that this might be a restraining influence in the success of the program.

Professional Questions:

1. They stated that the teachers sent monthly reports and also they were frequently in touch by telephone about specific problems. They stated that one or the other, either the County Representative or the Counselor visited the ABE/APL classroom weekly or that one of the staff members did this.

2. In the discussion of specific criteria for defining student success, they felt that this might have been an inappropriate question inasmuch as the goals are not set by the staff, but are client-set goals. They then obtained verbal feedback from the client. They stated that this verbal feedback was then informally matched with the original goals as established during the initial processing when the educational goals were stated and that this was done at periodic but not defined intervals. They felt that many of the goals would be the same on the employability plan; and, of course, the employability plan was reset or restated as newer goals were developed by each client.

4. One individual, person "A," was involved from the beginning, and person "P" had been involved in the program since February of 1980 (slightly over one year).

5. Person "A" stated that she had attended three workshops after the Facilitator came on board.

6. A simple "yes" was given in answer to this question.

7. They felt it was very difficult to know how other counties are doing; therefore, they declined to make any comparison relative to the uniqueness of the way in which their program had developed when compared with other counties.

8. They stated that they felt that the interagency cooperation was working well. Indeed, they felt it was probably the best of all of the six county areas.

Summary of interview held with Professional "B" (Director) at Site "C" on Friday, March 6, 1981.

This individual was asked what advice might be offered persons beginning new APL programs and he felt it was necessary to adapt the program to fit the individual needs of the area being covered. He felt that it was necessary to assess the capabilities, both programmatic and staff, and to be able to make adaptations to fit the individual needs of the clients being serviced while still keeping overall programmatic goals in mind. He thought it was necessary to remain flexible and to have well motivated staff. The staff should be able to work well together if you expect to achieve much interagency cooperation.

Requirements for staff persons, as he saw it, were to have small egos and certainly be willing to go the third mile.

Discussing the pitfalls, he felt that one of the pitfalls was interagency friction and it had to be guarded against. He went back to the idea of trying to have people with small egos so they didn't become overly ego involved in the situation. He felt another difficulty could be insecurity of staff persons, particularly the ABE teachers, if they were going into the APL program from the known to the unknown. Here he felt that you had to keep lines of communications open. Teachers had to understand that they had the right to make mistakes and had the right to fail and to be able to learn and develop along with the program.

Another pitfall that he saw was having inappropriate expectations of some or all staff members. He felt it was necessary to have clear role distinctions and to be realistic and look at how the new program could be integrated with present program. Any new developments, as they came about, particularly on an individual county basis, should be viewed in the perspectiveof the overall program.

2. When discussing the criteria which he used to define success in APL, he stated that the client needed to demonstrate increased self-direction in learning and in everyday living skills. This was viewed as a highly positime step on the part of the client. He had no real suggestions for identifying specific criteria. He believed any measure that showed client progress

and in these areas growth would be satisfactory.

8. We discussed interagency cooperation. He felt that it was good in most counties in his particular area. He had occasional headaches, but felt that the staff had unusual skill in resolving any difficulties which arose. He felt that the staff members that he had under his direction were good trouble-shooters--they were active in the program. In addition, some were very diplomatic.

   In discussing the matter of budget, he felt that the primary need in interagency cooperation with the budget was the need to be willing to share across agency boundaries. If one area had something that someone else needed, they shared and it actually became the idea of a common pool--with the ultimate objective of serving the client, particularly as it related to their learning and their employability. He finally summed up his view of the budget, in terms of interagency cooperation, as flexibility.

   We discussed the APL cards and he felt that there would need to be more cards and more use made of the cards.

   We discussed what he perceived to be the strengths of the APL program and he felt it was valuable. He identified it as a powerful ingredient to augment the ABE program because it enriched those clients' lives who were at the lower end of the educational scale. He felt it was a well-grounded approach.

Summary of interview held with Professional "P" (Training Coordinator) at Site "C" on Friday, March 6, 1981.

1. This individual stated that she had little to do with the APL program directly. Her title is Training Coordinator for the entire area (Area 6). Therefore, she felt the best she could do was to encourage the ODC Counselors and others involved in Job Readiness to implement the APL program. She also felt that the ODC office had a number of responsibilities including client training and job readiness, preparation of a resume and the personal growth aspect in finding and holding a job, which in some cases might fall within the educational purview of the APL program.

   We discussed the role in which she might use Learning for Everyday Living and the activity cards in her role and she stated that she was not directly involved with their use but that they could possibly be used with particular individuals in the Job Readiness program whom the Counselor might refer.

4. We discussed the strengths of the APL program. She felt that the application of practical living skills was quite good in the APL program and she felt that this had strong possibilities especially for those clients who were not getting their GED.

5. Weaknesses of the program: She felt that one was the communication of what was happening to the whole staff. She said that more memos might serve some function to give an idea of what is happening systemwide. She then mentioned the activity which had taken place at a staff meeting at one of the local State parks in which the accomplishments of the educational program had been placed on small cards and randomly distributed throughout the room. Individuals then stood up and read what was happening. These had

been classified by specific projects within each county and she said it certainly dispelled any idea that people might have that nothing is going on. She felt that she had learned a great deal from this particular information dissemination activity. She felt changes that she had observed within the program were that people were more involved in it now and that APL she felt was becoming an integral part of the program. She still had a degree of hesitancy in seeing how there was direct applicability with her particular function and its implementation in the ABE classrooms.

Professional Questions:

8. She felt that the interagency cooperation was going pretty well; that the ABE and ODC centers were cooperating and she felt that within the last year she had seen the magnitude of the impact of the APL grow and be accepted extremely well and it had provided individuals within the program with "bragging" points.

   She also stated that she believed very strongly in the APL aspect of the project and that there were a lot of direct benefits but many of these couldn't be measured.

Summary of interview held with Professional "B" at Site "B" on Tuesday, February 17, 1981.

1. She stated that the clients became involved with the program in a normal way--coming into the office, being assigned for interviews, filling out forms, taking the normal battery of tests--going through a team assessment in which there were actually six people involved. In the event that the team felt that an educational program was required, then the clients were assigned to the ABE, which she certainly understood automatically included APL, if deemed appropriate based upon test results and the teacher's judgment.

2. She believed that the APL program was doing quite a bit of good. She noticed that the clients talked more easily with her. She was able to assess progress, even though it was informal, much more easily because the clients "opened up" more readily. She said little things changed; for instance, they got there on time. She said for the few non-readers they had, that their reading skills were being improved. The skills they were using were in some cases were related to vocal literacy but many times the teachers had to go back to the very beginning. She praised several benefits of the APL program quite highly. For instance, she said personal hygiene--she noticed that the students were cleaner and better groomed. She also was aware on the unit on banking because one or two clients had mentioned that they had started their own bank account. She was aware of the child care classes that had been held. She also knew of one instance where a student had become interested in gardening. A garden was actually set up in the classroom in a box and that spring the client put in her own garden and reported harvesting food stuffs in the fall. She felt that definitely was a good sign of what was needed in the educational program. In addition, she noted that a unit had been conducted dealing with winter clothing, using personnel from the "Ag Office," which in this case is located downstairs. She mentioned knowing about the nutrition unit which had been done because in discussions with the clients they mentioned being more aware of the nutritional components of various foods and the necessity to attempt to balance

their diet.

3. When asked about the normal enrollment time, she said they really weren't on a time table. She said she felt after six weeks she'd know whether they were going to continue or not; and she said the fact is that they have an on-going assessment program. The teacher is directly and regularly involved in team assessment meetings and they go over the individual case records. She provided me with copies of two of their anecdotal records involved with team assessment.

4. She perceived the measure of the strength of the program was the fact that they were able to give "survival skills" to clients. She said it's hard to talk about the things you see in practice; you may just accept them. She then went on to point out that many things that people such as ourselves accept as everyday occurrences (e.g., using the facilities of a bank) her clients know nothing about, and she certainly felt that it was most successful.

5. She said I don't see any need for improvement in the program; I simply think we need more of it.

Professional Questions:

1. Their reporting of progress is handled as was previously mentioned by having the teacher participate in the team assessment conferences. Yet, she said, the teacher is in the building and we have many informal conferences and that basically was the way it was handled.

2. She feels that the criteria of success is that the students complete one or more components of whatever they're studying (e.g., they're successful at something that they determine to start).

4. She said she wasn't involved in the beginning of this program. She said she really was an outsider; she is a PSE outsider and as such she didn't really expect to be involved; however, she is involved and does enjoy being so. So that appeared to her to be a very normal occurrence and she felt she had quite enough to do with her own job.

5. She said certainly because the Facilitator was in on Monday if she had specific suggestions or problems, the Facilitator was there to help. The teacher was there three afternoons a week, and anytime she had any suggestions or anything to add, she simply saw the individuals involved and that took care of that.

6. Her answer was a very emphatic "yes" to which she added, "I don't think we have to go into it because we talked about it all the way through."

7. She said that because we're working with people, she feels that it certainly is a program that is sensitive to their needs and if the needs are unique to the county, then certainly the program is adapting to their individual needs. She said, "but you know specific things perhaps yes," but she felt that basic needs certainly of people were common throughout the county so to that extent she did not feel it was unique at all. She said doing what is implemented in the county may be unique; but if that's the case, she felt that the individuals involved were at fault if things are different because going back to the same common needs of people, she felt that this was a

very common spread and, therefore, the program adapted to meet very basic needs was common, not unique.

8. She felt that the interagency cooperation was there because they all worked together; they felt a part of a team and she said she felt personally she had learned a great deal from others.

Summary of interview held with Professional (ABE Administrator) at Site "F" on Monday, March 9, 1981.

1. When discussing the way in which students were enrolled in the program, the administrator stated that when they came in, she attempted to determine their goals regarding a GED and some of the reading and writing skills. She attempted to conduct admissions on Mondays. ODC administers the Everyday Math and Reading tests and they got the results of this on the transmittal card. At the ABE Center the students are given the WRAT reading, spelling and math tests and a comprehension test. They also received the APL survey results on the answer profile form. She had a combined interest inventory-- a long form, which she had combined two other froms (copy was obtained). It's a much longer form. It was administered at the ODC site for ODC students and at the ABE site for all other students. She showed me the way in which she "ticked off" the students' needs.

2. She had conducted several units. She had done the income tax unit. She had taken a workshop, a four-day workshop, at IRS in order to prepare for teaching this unit. She also did a job seeking resource and job resume' and application form work with clients. I asked her if this was in addition to the Job Readiness training which the clients received at the ODC Center, and she stated very positively, "yes," as they deal with community and PSE students who have not had the benefit of ODC input. In addition, they invited in speakers. They had a Welfare worker in to speak on child abuse and where to obtain assistance for problems such as this. A person from the Health Department was coming in the day following my discussion with her, and they had had in representatives of the Fire Department who discussed home hazards as well as a librarian to discuss obtaining a library card and procedures to be followed in the library. They also showed a number of motion pictures to the group. Her staff was working on other APL projects on a one-to-one basis. Mentioned were the driver's license, telling time, nutrition, pregnancy and Caesarian delivery.

3. She said it was very hard to give an average length of time. In fact, she felt it was almost impossible.

4. Regarding the strengths of the APL program she believed, where it was used properly, it certainly gave the students necessary coping skills that they could incorporate in basic reading and writing skills, which she felt the basic reading and writing skills were a first priority with all students and then were coupled with coping skills. A second thing which she felt was very valuable with the APL was the way in which the community resources were identified and their function explained to the students. She felt this was a very valuable service to the lower income level persons.

5. Deficiencies in the program she felt might be with the Center--that they needed to go through them more and they had not been possibly able to give them a

fair shake. However, she felt the program was moving right along. She felt another shortcoming was that they had not had definite guidance in implementing the APL program--that it was more or less hit and miss. In fact, it might well be that assumptions had been made regarding the way in which they were doing it and that they had been left alone to too great an extent. She believed that her faculty felt that they were headed in the right direction even if they may not have had the direction they needed and that they were presently moving ahead. She felt that there was no group instruction provided by the Facilitator. With regard to the Activity Cards, she felt that they were worthless. The Learning for Everyday Living was most thorough and more useful than the Activity Cards. She didn't feel, however, that the leadership and the implementation of the Learning for Everyday Living had been provided her and her staff (who had been there approximately since July 1). With regard to the vertical file, she felt it probably would be of use, but she didn't feel that it got the use it probably deserved. It is in an area which is not very accessible to students. They need shelving to properly display it and a more effective organization of materials

Professional Questions:

1. With the way in which progress information was shared, the students maintained a file of their own work and the instructor checks it periodically. The instructor will sit down and test and then give the students immediate feedback, which is also recorded in their file. Major test scores are recorded on in-take cards. The instructor is constantly monitoring student progress and they're able to give ideas of strengths and weaknesses.

   With regard to the ODC, they have regular scheduled conferences every Tuesday and they "staff" every client weekly.

2. She didn't feel she was able to give the criterion measures. They try to keep records of successes; they use a system of recognition awards such as posting successful completions on the wall in the form of a bulletin board or honor roll. They had English as a Second Language--ten or so students, three Spanish speaking and seven Indo-Chinese. She felt this was moving along quite successfully.

4. She was not in on the beginning of the program; therefore, she wasn't able to comment on the way in which her input was received.

5. She felt that she had participated as much as time allows. She's on a half-week, twenty hours a week contract, which she felt was a very serious limitation. As she pointed out last week, she spent thirty hours in addition to which she acts as a substitute for the teacher. There is no provision made for hiring substitutes when teachers are absent, therefore, she takes over and acts as a teacher, which seriously cuts into her administrative time.

6. Yes, she thought she did have input to Center suggestions. Up the administrative line she felt until recently her input was limited. She felt that the faculty in the Center didn't have this until quite recently and she still was quite hesitant as to how this might eventually turn out. Her faculty had attended several ODC meetings, but she felt the structure of the particular meetings they had attended had been of little value to the APL. The opinion was expressed that the staff felt quite guarded in their approach to the Facilitator because this individual is Secretary of the Board of Directors

and they're never quite sure what's being carried back in what ways.

7. She felt she was hard-pressed to answer this because she's not aware of what other counties have developed and are doing.

8. With regard to interagency cooperation she felt it worked well; she worked with the ODC office, the Welfare Department and Probation officers; and she also felt that they worked well with the PSE and with the Bowen Center, which is a mental health center, and Marshall Starke Development, which is for handicapped persons. With regard to the Facilitator and the way in which the Facilitator worked within the joint funding operation, she specifically declined to comment.

Summary of interview held with Professional (ABE Administrator) at Site E_1 on Monday, March 9, 1981.

1. The individual stated that when students came into the ODC office they were administered the WRAT test and the GAITS/McGinity Reading test. He wasn't sure if the APL survey was administered and if it was administered, at what site. Also, regarding the ABE checklist, he didn't feel that he had any knowledge as to whether it was administered at the ODC Center, the ABE Center, or indeed if at either site. He stated when the individuals came to the adult learning center that they were administered the TABE and that the teacher conferred with them individually.

2. When asked about the APL units with which the individual was familiar, he said he knew that they had done the unit on voting. Also, he mentioned about the driver's license. He also mentioned that they had done a unit on health and toxic shock syndrome as well as job applications and resumes. We discussed the manner of coordinating it with Job Readiness and he stated that there was no coordination with Job Readiness and the ODC program.

3. He felt that the normal length of stay with the program might be if they came in with an 8+ reading level, approximately four months. This was for attaining the GED. But he said some students were enrolled longer, some were shorter. If they required APL and not GED training primarily, you really couldn't estimate any length of time.

4. On the strengths of the program, he felt the motivation was the key factor. He felt it was impossible to fool adults; therefore, all the instruction need to have real life relevance--something that you can use in the immediate "right now" future. He also felt that the APL program might help develop a wide range of materials for use with clients.

5. Regarding possible areas of concern about the program, he felt that APL was not for everyone--that many people come in with the expressed objective of obtaining a GED and that they should be assisted in getting this particular aim at the earliest possible moment. He thought that another possible area of concern was that the APL program was not geared to group instruction but rather it was an individual program which should be individually taught in most cases.

   Another concern was that there were some units included in the APL program which should not be there--that is simply took up valuable instructional time. When queried for an example, the one which he gave was the one on the use of coupons. He felt there was value in comparative shopping, but too much time was devoted to "swapping" coupons. We discussed the Activity Cards and he felt that some

things were separate and interesting from the interest inventory; but he also felt that some of the Activity Cards might have very little direct applicability to the students as some cards did not deal with topics that were important enough to justify instructional time.

Regarding Learning for Everyday Living he thought that it was very good background material. Teachers had been to the training sessions and have developed files and the materials utilized. Again, he felt that some of the particular sections in Learning for Everyday Living might have more applicability than others. We discussed Project Decide; he felt that again the materials were there and, as he put it, made people pretty comfortable with the materials available.

Regarding the development of the resource file he felt that it should be used when needed. Another view expressed by this individual was that you don't attempt to program people, but you base APL instruction on their expressed needs. That APL in most cases should be used in addition to the regular program and not in place of it.

Professional Questions:

1. We discussed the way in which the information was transmitted between the ODC and the teachers and students and he felt that the information really was falling in all directions. Occasionally there were problems regarding the transmission, but he said "finally we did have regular meetings with the ODC people" and this was something they had been working on for two to three years to accomplish. These staff meetings took place once weekly; now they're bi-weekly or monthly. He thinks that communication had been a problem in the past, but he saw that the problem was being taken care of.

2. We discussed the criteria that were used to evaluate various instructional units. He felt that some units were strictly result oriented. For instance, voter registration, you could see if a person was registered and find out if they voted. The driver's license, obviously, they obtained a driver's license and were licensed drivers. He mentioned the toxic shock and he felt that when the female students had eliminated the use of the dangerous tampons, this obviously was a criterion measure of effectiveness. With regard to comparative shopping, he really didn't know how to evaluate it inasmuch as it was informal and again he questioned somewhat the inclusion of this particular unit as a part of the program.

4. He felt that he'd been through the IOOD meetings. He'd attended a quarterly meeting; he felt that the ODC coordinator and the DPI coordinator had been very cooperative. He felt one thing that was seriously affecting the program was the serious decline in enrollment because the opening of a center in the county seat. He said previously they'd had 17-23 students enrolled in the day program last spring, and then with the opening of the new center, they had anticipated having their enrollment stay through March, but the decline had taken place not in six months, but in six days and they had maintained an enrollment of 5-6 of the ODC clients through January 1, but this had again been decreased.

6. He felt that his suggestions were listened to inasmuch as he called the ODC coordinator who took steps to see what was happening. He felt that again his suggestions were listened to through the county ODC staff and he felt that these lines of communication were OK.

7. Regarding uniqueness, he said he really didn't feel he could say because he really didn't know what was going on in the other counties. He felt that the Facilitator had certainly helped in their particular situation.

8. With regard to the joint funding and the joint venture, he felt that it was slow in getting started, but he felt now with two Facilitators rather than one for six counties things were better. With the opening of the Center in the county seat, it had put a different light or emphasis on the program. He felt that a great deal of the Facilitator time had been spent in this particular venture rather than with the program with which he was working and was responsible. He thought that the involvement of the Facilitator had been reduced to that below which he thought it would be, but the Facilitator then opened up communications between himself and the ODC office.

Summary of interview held with State Official "A" at Site "X" on Monday, March 2, 1981.

1. We discussed the administrative processes by which the APL program was developed. Dave felt that the overall situation was good. The program basically shows very strong cooperation between the adult basic ed teachers who are also responsible for the APL program which goes back to the ODC. The shared nature of the program helps to solve an economic problem for supporting personnel. There was not only an economic problem on the part of the Department of Public Instruction (DPI), but also on the part of Indiana Office of Occupational Development (IOOD). By mutually sharing the economics of it, they were actually able to save considerable money by still performing the function for both agencies. We discussed one administrative problem which Dave feels hasn't been completely worked out and that is, who tests? As he says, it's still up in the air whether the IOOD or ODC personnel or the DPI teacher (personnel) do the testing. This is really decided upon at each learning center by a meeting between the local ODC, the Facilitator, and the teacher before this project began. In reality they should have six individual arrangements (six learning centers).

2. In discussing the success of the program, Dave felt that it depends upon the teacher--how involved the teacher is. He also felt that the availability and involvement of the Facilitators made a great deal of difference in the success of the program. He mentioned two specific examples. He mentioned in one site, which for reference we'll call "A," the facilitator has been involved in a number of hands-on experiences and he felt that this lent itself very well to a more successful program. Then conversely, as he viewed it from his position, he watched another site, which we'll call Site "E," where they had a large turnover of teachers and very little implementation work done by the Facilitator. He felt that this program was far more shaky, far more tenuous and perhaps less successful and he felt that it was in part due to the administrative and teacher turnover but he also felt that because the teaching staff was completely new to the ABE Center the Facilitator did not get as involved in APL in the Center for a month or two. In discussion of the Activity Cards, he felt that the Project Director and two Facilitators had put in a lot of time on these and that they were very successful--or quite successful.

   In discussing the curriculum guide Learning for Everyday Living, as he pointed out, he did not consider it a lesson plan; he felt that it was a place to start in the APL program to identify parts, but the implementation of this was on a strictly local level and had to be viewed in that way. It took very strong people, working many hours to implement the APL program. The Learning for Everyday Living was only a point of departure and certainly couldn't be viewed as a complete and finished program. He said it's an excellent curriculum guide, but it's not like a workbook which you use, where the children simply fill in the blanks. He felt that the two Facilitators and the Director had done a great deal to communicate this to the teachers. We discussed the workshops

which were held for the teachers some time ago (Ted McKnight) and he felt that one of the reasons that they were getting some acceptance on the part of the ODC personnel was the fact that these workshops were attended by ODC personnel. These workshops are presented annually. During the first series of workshops, a few of them attended, but more of them attended the second series of workshops and they felt that it had application to their particular situation and had done a great deal to open up and make them feel more a part of the total program.

In discussing the major strengths of the APL program, he felt the first thing he identified was the fact that they had been able to attain the services of two Facilitators--one funded by DPI and one funded by IOOD and they had been used throughout the six county area to augment and add to the time and facilities available to the teachers. He was aware that the teachers in most cases simply didn't have time to do some of the basic groundwork required for the APL program, therefore the facilitator worked for the teachers and literally were a manpower supplement to these individuals.

In discussing the time distribution for the Facilitators, each Facilitator was assigned to three learning centers. They were to spend a minimum of one day per week in each of the three learning centers. They had a fourth day available for going back to sites which had the most need during a particular time and the fifth day was to be devoted to planning.

A second major area of strength that he identified was that of interagency cooperation. It was one of referral and cooperation between agencies and the need of the client was uppermost in both agencies concerned and cooperatively he felt that they were far better able to serve the needs of each of the agencies had they been operating or attempting to operate the program alone.

5. We discussed what he perceived to be possible areas of concern, and again he felt that if there was a major weakness--area of concern that he had--was in some cases the interagency cooperation did not always work as well as it might have. This was, as he felt, a two-edge sword--and it cut both ways--and this just happened to be the other side of the sword. At this point, he and I entered into a discussion regarding the ISEA and I discussed having conferred with several of the ISEA staff with regard to their role in the APL. He wasn' too sure how strong it was and I--based upon the interviews--felt that they did feel that they had a part in the program. He was still confused how they relate to the APL Pilot Project.

Another thing that could possibly cause a problem was personalities--that when you have staff personnel working together, you always have the problem of personality clashes and that in some areas this has been a real problem and other areas it had the potential for being a problem; and certainly if anybody was contemplating implementing this program, they certainly should be aware of the potential for personality clashes and to attempt to head this off.

We discussed further the feeling of involvement which the individuals who attended Ted McKnight's workshop felt following this. He felt that it was a very positive influence upon keeping the spirit of cooperation open.

6. We discussed his feedback which he got on student progress, and at his level he did not see any direct student feedback. He depended upon the agencies with which they contracted or subcontracted to make individual student feedback and utilize it as they felt was necessary. He did, however, receive reports on the DPI funded facilitator in the way in which the hours were spent with

each of the sites. As he said, the ABE files a report with the DPI. He also knew the number of clients who had attempted and passed the GED. This certainly was a very good measure. We discussed the way in which he measured success. He said that was probably the toughest question I had asked him. I quite agree with him. Again, the GED is a very concrete measure of the success of the ABE program, yet he felt that the success measure for APL was much tougher because it was a measure of personal successes, and he did not receive the personal success stories from the individual teachers. They might be forwarded or if he got out in the field and discussed with teachers, he might be aware of personal successes, but they weren't forwarded on a regular formal basis and all the communication he got on successes in the APL program were very informal.

He discussed the way in which he had been involved since the very beginning of the program and it grew out of the IOOD-DPI monthly meeting which is held with officials of the two departments at the Department of Public Instruction building in Indianapolis. The IOOD personnel had felt a need for an ABE component for some time because with the CETA program they felt that some of their clients were missing out, particularly at level 1, which is P-1 and P-2. That it would take months, if not years, to possibly reach the attainment of a GED, and in some cases this just would never be reached. Therefore, it was decided to engage in a pilot project.

We then discussed what he perceived to be the necessary personal ingredients for a person to head a program such as this. He felt that it was someone who had to be able to work with school corporations, various governmental agencies, ABE teachers, ODC personnel and someone who had a thorough understanding of and a very strong belief in the effectiveness of the APL approach. The joint agencies then decided to fund the two Facilitators and IOOD was able to get the Director of the ODC to release the individual involved to head up this program on a part time basis. Actually ended up being more than a part time job; the coordinator was very busy. They then used the ABE sites and began to train the teachers. He felt that they needed good established ABE centers in order to implement APL. He felt that it was absolutely necessary in going in to have a strong ABE center in order to implement APL and without the strong ABE center and teaching staff that the APL didn't stand much chance for success. As he said, you build upon strength.

And finally, he felt that it was necessary that all the people involved be strongly committed to the idea of interagency cooperation. At this point then an interagency contract could be drawn up.

Finally, he mentioned working with the IOOD personnel, getting together for funding and coordination, and from his position in the DPI, the necessity for finding a subcontractor who would agree to handle and administer such a thing as this APL and the joint funding and the high degree of cooperation and interagency contact. When discussing his role he thought it was basically that of a trouble-shooter and if there was potential trouble, he knew that the individuals involved would give him the word and he would go out and attempt to work it out. He was always able to call in his IOOD counterpart and they had a very strong personal bond and what he thought was mutual trust and understanding and, therefore, where there were problems, they were able to go in and work them out together.

Summary of interview held with Professional (Education Specialist) "K" at Site "C" on Friday, March 6, 1981.

1. She stated that most of the testing, as she perceived it, was done by the ODC and some was done by the ABE teachers and that the testing procedures varied from county to county. She said that the ODC always gave initial reading and math tests. These were either the "Gates-McGinite" or the "Everyday Skills" tests for reading placement and the WRAT or the "Everyday Skills" for math placement. Usually the ODC also gave the "APL General Survey" test and often a student APL Interest Questionnaire. However, in a few counties the ABE Center gave these. She felt that as far as the teachers were concerned using the test results she felt that they should start with the interest survey and then go to the APL general survey results. In that it is often easier to insure student motivation when you start with his identified interests instead of with his identified needs. One can then gradually introduce the need areas after the student becomes comfortable with this style of learning.

   We then discussed the way the testing was supposed to be. She said that the County Representative should give the APL test and transmit the data to the learning center on the "Profile Sheet for APL General Survey."

   She said that all of the counties are not using standard information forms She felt that as a result of the November quarterly meeting at which this had been discussed, during December and January, counties were to modify and customize the suggested firms to best serve their unique county situations and needs. Parenthetically, with the discussion of the testing program, she said that probably one of the built-in frustrations of this job was that she had no direct control over the teachers at the ABE Centers and that her job was chiefly that of persuading people to put forth the effort and take the risk of trying new approaches.

   We were discussing some of the differences among counties in their style of APL implementation. She said these styles could probably be grouped into three main categories; 1) strong use of resource people with possibly less use of the Activity cares. And she used the Wabash Center as an example of this; 2) she said then there was a very strong emphasis on the ABE component with the use of activities for APL and this would probably be as exemplified in Marshal County or Plymouth, and finally; 3) there were a lot of individual projects--daily programs--and she mentioned one in the Rochester area where an individual had been getting assistance to buy clothes and then he would come in and tell the people he no longer had clothes. When they investigated further they found that as the clothes became dirty, he simply was not wearing them anymore or he felt they couldn't be worn anymore because he knew absolutely nothing about cleaning them. As a consequence of making this discovery, the people in the program had gotten individual assistance for him and he was matched with an individual who taught him how to run an automatic washer and dryer and actually operate the laundromats so that he could clean the clothes which had been purchased for him with public funds. Thus, he learned a very practical skill which had enabled him to function more successfully and certainly at a "cleaner" level.

   She also mentioned the income tax and completion of the income tax forms and the registering to vote drive which had been held. We also discussed the Activity Cards and she said she did not really feel that these had been

used as they had been designed and originally intended. In order for the Activity Card approach to work, each center would need to have approximately 300 different Activity Cards from which clients could choose various APL projects. At this point in the project's growth approximately 100 cards had been developed for use at each learning center. She believed that by the fall of 1981 there would be enough cards developed for this approach to work. She said approximately 30-40% had been developed from projects done in the field and she also felt in another six months that they would become a much stronger aspect of the APL program. She stated that they really hadn't been trying to write these Activity Cards with instructional objectives but rather to stimulate the student's interest at the student's own level. The way in which the Activity Cards are divided is by approximate grade level with the green being the lowest--below first grade and up to fourth grade; yellow--grades five thru eight; and the salmon cards--nine thru twelve. And she knew all of the Activity Cards had not been prepared which they had intended to prepare, but they found out it was a much greater job than had originally been anticipated.

3. She felt that the APL program was highly individualized and she really can't say. It's usually a lower level reading person who comes in and gets involved with APL, and what you really have is a mixture of APL and ABE.

4. She saw one of the stronger aspects of the program was the interagency communication and linkages which had taken place. She felt that a few years ago the communication had been periodically difficult and irregular. The second thing we discussed relative to the APL was the practical living skills which are a decided strength to the program, because they encourage personal responsibility on the part of the client for their own actions.

   She felt that the Activity Cards would greatly assist the teachers because they're designed for student use and a high degree of self-direction. She compared this with some of the things which were taking place in other APL programs in other parts of the country where more highly developed systems of workbooks and modules were the basis of the program. In one particular program participants were required to complete the modules and activities. Upon completing the activities each participant would prepare a written account of what he/she had learned. These written reports were kept in individual notebooks. Because this particular APL project was designed to be used as an alternative high school diploma program, the students' written work was processed thru an extensive system of checks and evaluations.

   She felt one of the real strengths of the APL Program was the excitement that it engendered on the part of students toward learning and that they were able to see a direct and immediate positive feedback from their educational efforts.

5. Places she would like to see improvement: She said that they were probably operating at a "peaks and valleys" level. By that she meant that at one point the Odc people would be enthusiastic and then you might find the teachers and teacher's aides in a down cycle; and then at times when the teachers and teacher's aides were more prepared and enthused, the ODC personnel had cooled off. So it had often been an up and down movement. Yet the overall program had seemed to be stadily improving.

   She also felt that APL might well be a side-interest with most of the ODC staff because they were also concerned with Job Readiness, Work Experience, Vocational/Technical Training, and On-the Job Training (OJT). So this was really a problem at times.

Insofar as her own perceptions, she felt that she might be better at getting out progress reports because it would certainly help in disseminating information so that all staff would have a better idea of what all was happening; and she said she felt that this was just her own personal weakness because she does not particularly enjoy preparing written progress reports.

Professional Questions:

1. She stated that she had urged that the ODC and the teaching staff meet weekly or at least bi-weekly. These meetings should involve at least one member from the ODC team (county representative or counselor) and at least one member from the ABE staff. The APL Facilitator would also generally attend these meetings; however, if the Facilitator could not attend at times, the meetings should still be held.

   In most of the counties these meetings were occurring and had been very beneficial in maintaining quality linkages.

2. She felt that measure of the APL is in and of itself in that the APL goals often relate directly to specific task performance. She said that they are also working on developing an additional approach where if a student successfully completed five objectives, they would receive a mini-certificate.

4. She obviously had been involved in this from the very beginning. She had attended a national APL workshop and following this APL workshop, she spent two days in the field visiting rural centers and looking at the APL program. She did feel that what she observed was a discrepancy between what the theory and ideal presented at the national APL workshop was and what she observed in the rural centers. She observed that the teachers tend to use that which they have developed and that which they feel deeply involved in. As a direct result of this observation, she had tried to design this particular APL program to include a high degree of involvement on the part of ABE and ODC field staff from the planning and development stages clear through to the implementation and evaluation stages

6. She, because of her administrative position, certainly felt that her ideas and comments and concerns were very seriously considered and in many cases were used.

7. She felt that the strong points of this program were indeed the flexibility--that they had not been demanding and rigid of the various counties and that you try to customize the program to fit the county. She felt that this particular approach had made the implementation harder or at least slower, but she also felt that in this way the persons involved in the particular counties felt more of a sense of ownership or proprietorship of the program. She also had a great deal of praise for her immediate superior who had given her free reign to try out ideas and to be able to meet the objectives which had been set down, and she also felt that he had enabled the development of the quarterly workshops where the teachers and aides and the ODC personnel participated; and she felt that this was a very strong point.

8. She was quite strong in her praise of the joint sponsorship and development of the program. She felt that by and large it was working very well. She certainly felt that anytime you were involved with various individuals, you were probably going to have some personality clashes, and you were probably going to have some ruffled feelings, but that by and large the

degree of interagency cooperation had been just great and she expected it to continue as such.

Summary of interview held with Professionals "A" and "L" at Site "E_2" on Tuesday, March 10, 1981.

1. We discussed the procedures they followed which basically involved both the County Representative and the counselor. They come in and are given a pre-application, then scheduled for intake appointment. Those eligible then take orientation, and of high priority are administered tests--the Gates Reading test and the WRAT test. Then they do self-directed search. They are given a staff conference and it is a subjective judgment as to whether they'll receive the APL survey and then an educational plan and/or an employability plan is made and the students are assigned to treatment; in this case they will discuss those clients assigned to the Educational Center.

2. Discussing various aspects to the APL program, the driver's license was mentioned, the unit on voting was mentioned, there was a unit on food and nutrition and a health unit; also, comparative shopping. Also mentioned were metric projects, metric measurement projects, and they weren't familiar with any metric measure projects nor with a family planning project. They felt that the family planning might be a part of the health unit. The Facilitator in this county is included in a part of the Job Readiness program and has done various functions with the county staff in Job Readiness on at least three separate occasions.

3. It was felt that in some cases it was six months to even nine months that the students remained in the educational part of the program which involved APL.

4. The strengths of the APL program seemed to be individual progress that can be developed and the fact that it is meeting individual needs. It also is highly individualized, and if it meets individual everyday life skills, then they feel the program is doing what it is intended to. Another strong point of the program is that there is a choice of what the student or client will want to do and that this need is then met. As was pointed out, APL is actually "learning as doing" and in some cases the client is able to engage in self-instruction.

5. Improvements that they felt might be made in the program: among other, they would like to see the APL program introduced at their Cardinal Center which is located at the county seat, so that their clients may be involved more directly in the APL aspects of it. They also feel that there is an opportunity within this county for a great deal of outreach into other centers. They mentioned several and believe that the climate is quite ripe for expanding the APL facets for ABE instructional process.

   Also, they feelvery strongly that they would like to see more time devoted to making better linkages between the ODC and the Learning Centers. The matter of the Activity Cards was discussed. They felt that they were quite useful. They referred to the overall concept of the Activity Cards and were not personally aware of any direct application of the Activity Card to the instructional activity. They did, however, feel that the cards were being used at the Adult Basic Education Center within the county which is using the APL facet of programming. One of the individuals pointed out that she had helped to write some of the cards and had contributed ideas to the Facilitator

during the time the Facilitator was on the site.

Regarding Learning for Everyday Living, they felt that there was an opportunity to integrate facets of the curriculum guide into the employability plans where there were many things--that it represented a comprehensive approach to the total educational system.

An example was given of a student by the name of Nora who wanted a job in a nursing home. She had very low level reading skills, but through the application of APL skills they were able to assist her in reading labels. In further discussion, it was determined that Nora had gotten a job, but they weren't excactly sure of what type--it's been over two years ago--and was used as an illustration of the application of APL principles in the program and not as an example of the specific APL project being studied.

They also felt that the Facilitator was of great help. Before the Facilitator's employment they felt the ODC staff was looking for help, but now they felt that through the person of the Facilitator that they had the kind of help that they had been seeking.

Professional Questions:

1. They used to have bi-monthly meetings to transmit data, but when the majority of their clients transferred to the Cardinal Center, they felt that this was no longer of high importance and now the Facilitator was their primary source of information to the Center. Prior to July 1, when another teacher was employed in the ABE/APL Center, the teacher used to make some telephone calls and written memos. In discussing the telephone calls, it came out that she had actually made these out of her own pocket and no credit card existed and no monies were made available for reimbursing anyone for the telephone calls. The teacher would call up and say that she needed to talk, hang up, and they would call back. Regarding their initiating phone calls because of the location of the training center within a church and the nonaccessibility of the phone, their initiation of telephone calls was kept to a minimum if not totally nonexistent. We also discussed the relay of information and it was brought out that there were personnel problems which existed. There were many misunderstandings. The ODC staff felt that they were called on to discipline students, and they did not feel that they had to enter into what was in their estimation a classroom control situation, which should have been handled by the teacher and the aide on duty. The Facilitator had made herself available on a very regular basis during the period of what was referred to as the "cold war." They mentioned, as was mentioned in previous interviews, the mass exodus of their clients from the existing ABE/APL site to the Cardinal Center and that this exodus had not been authorized. They did not have the APL facilities in the Cardinal Center and they did attempt to get their clients to return to the Burket Center even though it was not as conveniently located for many clients. Because of the intervention of the DPI, they had gotten their clients to return to the existing ABE/APL Center but it had to be with the clients doing it voluntarily. They felt that in conference with their clients that many of the clients felt that they were treated like children at the existing ABE/APL Center and the one advantage that the existing center did have was that materials were available.

2. With discussion of the criteria used to define success in APL, they felt that it was most difficult to define beyond, for instance, the use of a driver's license, the attainment of such, or other easily measured criteria.

There was no way to report such things as improved cleanliness and other less clearly defined objectives and certainly the attainemnt of any objectives didn't go beyond internal dissemination which they perceived might be nice to be able to do this.

4. One of them had been involved in the project from the beginning and the other had not.

5. They did feel that they had a great deal of input and that their input was valued.

7. They felt that some of the unique aspects of their particular program were that when the students studied voting, they studied the precinct structure within a particular county and then they were registered to vote and the obvious criterion measure for this was that they went to vote. They used the driving license again as a demonstration of meeting a particular county need because of the rural nature of the county and the amount of territory being covered by their students they felt the acquisition of a driver's license was most essential and that this was a very strong part of the program.

   They mentioned also, for instance, a unit had been done on generic vs. name brands and showing that the generic was probably just as good and a great deal cheaper to buy for their clients. They did have generic foods available, yet when I questioned about obtaining the sample food products in order to illustrate the sameness of the contents of the can, even though the dissimilarities of the wrappers existed on the cans, they pointed out that there really was no supplies budget and that this literally came out of the pocket of the teacher if they wished to engage in practical experiences. They also felt that this generic food also might be unique to the county.

8. When we discussed the functioning of the joint project IOOD/DPI, they felt it functioned well on an administrative level, that the ODC coordinator and the facilitators and the DPI personnel functioned well together at the administrative level, but they also felt that at the operating level there probably was a great deal to be desired. They also felt that an assumption was made that the ODC was responsible for the mass exodus of students, which they did not feel was the case and they felt that they had done all in their power to restore the students to the prior ABE/APL center and phase out the exodus as had been agreed upon. Their request was that the DPI look at the program from the client's standpoint as opposed from the educational standpoint because they were the people who had to deal with the clients on a day-in and day-out basis. They did, however, point out that they felt that the basic areas of disagreement had been and were being "ironed out" at an operational level and they were looking forward really to extending the APL program into several other areas within the county. They pointed out that they had gotten some very good ideas from the APL workshop meetings conducted by Ted McKnight, and they considered that the problems that they had recently experienced would possibly be adjusted. They felt very strongly about the employment of the ABE administrator's wife as an aide which was stressful for the teacher and clients. They had spoken several times about this and it had yet to be adjusted. This was still a source of some concern to them. On a very positive side, they pointed out that the APL coordinator for the ODC had spoken at the Altrusa Club and had been very well received, indeed to a spin-off of where one woman who was engaged in Phillipine education wanted to get additional data, and use it as a model to take back to this foreign land. Again,

they felt that the APL had been sold to them as a total package and there was a memo that stated this. They felt that the success or failure of the APL was really the responsibility of the teaching staff involved and they were doing all in their power to assist where they could. They felt that the role of the Facilitator was quite strong and they were really in a quandary as to what to do next year when the Facilitator's contract expired because they felt that the APL facet of the program could be extended into at least four other sites in the county but certainly not without the additional assistance which a Facilitator was able to provide.

Summary of interview held with Professionals "E" and "J" at Site "C" on Tuesday, March 3, 1981.

1. These persons indicated that the first step when a client came into their office was: 1) eligibility established; 2) counselor interview; 3) CETA Specialist; 4) basic testing--reading, math, APL survey, interest survey, employability plan and educational objectives.

2. These two individuals felt that probably the most important aspects of the APL program were: They felt APL could be very strongly and probably was very strongly related to job placement and the individual's goals. With the use of the survey they were able to determine student interests and then they continued to attempt to meet individual needs. Another of the strengths they perceived was that it was a practical and relevant approach to the client's needs and it certainly contrasted very definitely with the methods of learning to which most clients were accustomed in the public school, where instruction was by group rather than based upon individual needs.

4. They perceived the strengths of the program: 1) that if there was a need for this particular type of instruction by the client, there was the manpower available to meet this need; and 2) it was also education at its simplest level. That is it involved great basic life principles. Illustrations were used--in one case the student by the name of Sandy who was learning to read a thermometer and they felt that this was meeting her needs inasmuch as she wished to become a helper in a nursing home and become a member of people-helping staff. They felt also that the students felt that they had been able to participate in all the APL, primarily done on a one-to-one basis, and they felt also that APL was probably the most effective when done on a one-to-one basis rather than as part of group activity.

5. Discussing the weaknesses of the program: 1) they felt that one of the possible weaknesses was that it was extremely time-consuming and quite expensive in terms of manpower needs; and 2) greater emphasis on Consistant APL follow-up.

They discussed their participation in Ted McKnight's workshop. They felt that it was geared for teachers and not members of the ODC staff and they thought they'd like to see a workshop which possibly was geared to members of the ODC staff to explain the ways in which they might further assist in the implementation of the program from the ODC side. It was mentioned that the county representative's involvement in APL perhaps didn't appear to make sense where the counselors might have well been involved in this workshop which it was felt might have made a little more sense.

Another concern or criticism that they voiced about the program was that they did not feel that the Facilitator was available on site as frequently as they at least thought she would be and perhaps was not as available to the teachers and/or themselves as they had at first envisioned her job role when the position was created.

Professional Questions:

1. Information was relayed about students at their bi-weekly conferences which were covered in some detail in the other section.

2. They felt that the evaluation or the specific criteria for defining it was probably quite hard to answer because of the emphasis of the program such as job orientation program and the jobs for which a person was aiming and that while they wrote it in as APL it simply was a personnel factor rather than something that could be very simply measured. They felt, however, that in looking at the criteria that the program did enable the teachers and staff to view every client as an individual and the APL program was most strongly client-oriented and was highly flexible at least as they saw it being applied in the program.

4. One of these individuals had been involved in the very beginning and the other one had not.

5. They both felt, however, that they had opportunity to make input into the program and they felt that any ideas or suggestions they made were listened to. They felt that the initial part of the program as they perceived it in the class for which they felt the responsibility at first had a skeletal thrust, but the employment of another teacher had put meat in the program and certainly enabled it to push forward and become effective insofar as their clients were concerned.

7. In discussing the uniqueness they believed that the most unique fact was that all the individuals involved got along so well together. They felt that it truly was an exceptional team. One of the strengths was that if they faced a problem, because of their bi-weekly conferences they were able to brainstorm the problem and they came up with something which could then be applied and reevaluated in terms of benefit to the client.

8. They felt that there were distinct possibilities for conflict within the two agencies working together; however, they felt that as there was a better understanding of the roles the possibility for conflict would diminish. They also felt that they tended to define the role by the problem and then fitted the function into the agency involvement as it could be applied directly to the class. One possibility that they felt could be worked upon in this area was that their Facilitator might be or feel isolated on the outside of things, and they felt that perhaps they and/or the Facilitator should take steps to get the individual more deeply involved in this particular program.

Summary of interview held with Professionals "P" and "W" (ODC County Representative and Counselor) at Site "F" on Monday, March 16, 1981.

1. The procedures followed are basic to those of the entire region with regard to following admissions procedures. Clients set up an appointment with the county representative; they make pre-application; they receive a brochure. Eligibility is determined; they are placed on a waiting list and assigned a priority number and when they are admitted, they receive a first orientation. They meet with CETA specialist. Until the previous week they also met with PSE employment specialist, however, funds for that program expired. They undergo team assessment. Their goals and aims are determined. They are then notified of their appointment and employability plan and testing takes place during which time the APL checklist is administered. They are administered the everyday skills test (ESP--McGraw-Hill Publishing Company). They are

also administered the APL survey. Every individual is not administered these surveys, only those determined to be going into the APL program. The counselor stated that they certainly do not discourage persons from having the GED as an educational objective; but they do feel that those less able may well discover for themselves that the GED in reality may be unobtainable. A profile sheet is kept on file at the ODC for the APL survey and the gross scores are transmitted. The APL survey itself is sent to the ABE Center--as well as grade level scores on the tests.

2. Examples of APL projects that are related: one was given which was related to work experience where the individual was employed as a member of a home weatherization team. At the school, the individual learned to measure and estimate the materials that would be necessary. This was done in conjunction with the unit which had been developed by one of the aides called ABE's Hardware Store. Another example given was of a female who was pregnant and had been walked through the steps of a Caesarean delivery. The hospital was not used in this case; it was merely an informational type exercise in which films were used. Another example given was that of the banking unit which was used with individuals in which they were urged to establish checking accounts. This again was individualized for individual clients or students, rather than being taught to the group as a whole. It was also mentioned that the APL Facilitator had done one unit, but neither individual being interviewed could recall which one this had been.

   They also mentioned the fact that in several cases they or other members of the community had been engaged with working with individuals on personal hygiene problems. Finally, the mentioned that the ABE administrator had taught a unit on preparing income tax forms.

3. In discussing the normal enrollment time, both individuals felt that this was dependent on the level at which clients entered the program. They felt that if a person came in with the educational objective of obtaining the GED, this should normally be accomplished within a six to nine month period. We discussed the objective of employability of clients and they felt that they had more negative terminations than they did persons who retained jobs or what they called a positive return. They felt that in the individual area, two large numbers of individuals were moving out because there were no jobs presently available.

4. Perceived strengths of the APL program were that it had a high degree of appropriateness for high level clients as well as low level clients. A second strength was perceived as being that the use of many of the community resources was highly encouraged; and they felt that there was a wide range of resources available within this particular community which made them a very worthwhile part of the total APL program.

5. When queried concerning their perception of areas which needed to be improved they felt that there could be more consistent use of APL. That, as they said, the ratio of hits to misses could be improved--that is, people needing APL could be identified and encouraged to participate in APL type programs rather than being continued in the more traditional program designed for the attainment of the GED. They simply felt that the APL program had so much to offer and it was not being used to its full potential.

   Another perceived weakness was that they felt that the ABE teaching staff was highly structured with regard to use of time, and they didn't feel that

the APL was that highly structured. They felt that this time constraint tended to inhibit the active and aggressive use of APL as a learning activity. Discussing the Activity Cards, they had seen where a limited number were available and they really hadn't concerned themselves with it further. They did feel, however, the cards appeared to be good and that the contents lent themselves to a more practical than theoretical application. They felt that the aides might still be lending themselves more to an academic than a pragmatic approach with regard to instructional activity. They were not familiar with Learning for Everyday Living. When questioned regarding Ted McKnight's workshops, they responded that the previous county representative had aided the former county representative in preparing materils but had not attended the workshops. They were unaware of the existence of or the purpose of the vertical file.

Professional Questions:

1. They held a weekly meeting with the teaching staff and aides of the ABE Center on Tuesday afternoons. They felt that they did keep up, but they didn't actually ask for student progress other than at this weekly meeting. They did have telephone contact with the Center; but this chiefly concerns attendance matters. With regard to working with students and communicating their educational progress, they felt that this was done in counseling sessions and in the rewriting of employability plans.

2. They felt that the only way the criteria were developed was through student feedback and they did get some idea of some criteria through the quarterly APL meetings which they attended.

4. They were not involved in any of the program originally developed.

5. They like the APL program. They do feel that the APL educational consultant is easy to talk to and they felt that they gained a great deal in talking with this individual about the concepts of APL and they also felt that she was far more open than the ABE director on site.

6. In a similar vein to that above, they felt that if they wanted to get ideas on the program that they would go to the APL educational consultant for the entire program rather than to the ABE director.

7. With regard to the matter of communication, they felt that it was much improved within the last month. They had a meeting at which they "laid things out"--both with the Board of Directors and the ABE staff. They felt that there was good communication between themselves and the Board members and there was now better communication with the ABE staff. With regard to the Facilitator, they felt that she played the several roles that she was playing within this particular program in a very effective manner. They felt that she made a point of identifying the role that she was playing at the time and identified it so that people would not become confused. They even said that she usually prefaced any statement with her role identification. They did not discern any conflict of interest between the role of Facilitator and that of Board member in this particular case. They feel the individual does a good job and that is attempting to get them on target toward a common goal.

8. With regard to the role of interagency cooperation, they felt it was going quite smoothly. They felt that previously there was more of a dichotomy between the two offices; but they didn't presently feel that it existed. They

felt that the problems that they previously had were probably related to a lack of communication between the ABE staff, themselves and the Board of Directors. They felt that since their most recent series of conferences, that they had taken a good first step forward; yet they did not believe that things were perfect, they thought that it was much better and they felt that the ABE staff was far more pleased. They do not go in and observe or visit the program during operating times. They felt that the Facilitator gets them excited about the program. They get a lot of their information through their Facilitator. They also felt that they didn't feel it was their role to go to the classroom nor did they feel that they had the time available as often as they'd like, therefore, they felt this accounted for their not going into the program other than through their weekly conferences.

Summary of interview held with Professional "B" (APL Facilitator) at Site "C" on Friday, March 6, 1981.

1. We first discussed the administration of the tests. Again, this Facilitator covers three counties. In Cass and Fulton Counties, the ODC County Representative is responsible for the testing. The ODC counselors use the WRAT and the Gates-McGinite tests for reading. The APL survey is also administered. When the student arrives in the classroom, they are given the TABE (Test of Adult Basic Education) by the teachers. In Marshall County a different situation exists. The ODC administers the Everyday Reading and Math Tests and the ABE director administers the WRAT and Gates-McGinite. The APL Survey is administered by the ODC counselors in all cases. In all three counties the interest survey is also administered by the ODC counselors. Communicating the test results takes different forms in each county. In Marshall County there's verbal communication between the ODC (counselor and/or County Representative) and ABE staff; additionally, the clients bring the results to the teachers. There is a weekly meeting between staffs to discuss student progress. In Cass County the ODC gives written communication to the teachers; there is a weekly meeting and they also communicate test results by completing an enrollment card. In Fulton County the ODC counselor communicates test results verbally to ABE staff but they also send the little card which has the test scores on it; and there is a bi-weekly meeting between the teachers and the ODC staff, which has been reported earlier in this study. The counselor also meets regularly with the clients and the teachers communicate informally with the clients as needed.

2. Regarding APL--two kinds of gains can and probably should be made by clients: academic and personal. Academic progress is relatively easy to document. For example, after working with practice problems and situations, if a client can compute sales tax on purchased items, it is acknowledged (and can be documented) that the math skills involved have been mastered. Other measures, more subjective in nature, can be used to assess any personal growth or development. If a former quiet and uncommunicative client begins to become more vocal in his/her experiences/interactions with others, one recognizes this change in personal development.

   The Facilitator hopes for (expects) clients to become more comfortable with themselves and others and sharpen their communication skills through small group participation, individual APL project work, etc.

3. She couldn't give me any length of time that she felt the clients were enrolled in the normal length of the program. She said it differed because there is a quick turnover rate with the ODC clients and it certainly depends

on the individual on the way in which they function within the program.

4. She felt one of the major strengths of the program was better service for clients. The clients were now able to be served more appropriately and offered a broader range of services. She felt this was due to the linkages and subsequent working together of local ODC and ABE centers. More information about the clients was available because more informed persons were involved in the assessment process.

She felt that another strength of the program was the fact that in the process of developing APL, the central administration had issued no mandates, but rather encouraged flexibility without attempting to be overly authoritarian. She also acknowledged that this probably could be a weakness in that some staffers might have preferred more direction and structure rather than "laissez-faire" leadership.

She felt that the inclusion of a Facilitator as the field link was a major strength. Having a person whose major job focus was APL served to give a continuity to APL development. It also aided the teaching staff by giving them opportunities for observing a model approach or technique, having assistance in finding useable materials, writing activity cards, facilitating or running small groups, etc.

She mentioned as an example the case of one woman who had been a "domestic-help" person for a number of years, but she really knew only five dishes to cook and that they had worked with her to read recipes and to develop recipes and try them and it involved the whole gamut of individual skills. She used illustrations such as if you wanted to double a recipe, reading it and being able to double it which required fractions, etc. They--the teachers and Facilitator--had worked together and the person had been able to function more effectively and also had a much broader range of dishes which she could both prepare as a part of her role as domestic help and, in addition, with her family.

Another example which was given was an individual who had never been in charge of money until she was separated and then she found herself without any budgeting skills or even budgeting theories. She was able to "nail down" her own personal needs and had developed a budget. The criterion measure of success was particularly pleasing to the Facilitator, the individual had come into a $300 windfall and rather than going out and "blowing" it, she had gone about paying her bills and buying clothes for her children and doing other acceptable things rather than spending the money in what might be considered a foolish manner.

In the measure of success, the Facilitator pointed out that the CETA clients usually had had poor experience in high school and had dropped out very early in their public school careers in a lot of cases, and that participation in this program was almost purely voluntary, and one of the necessities was to show them, through APL, that learning not only could be fun, but it had a very practical side--direct application.

Another side issue which developed was often times out in the field--both for the ODC staff and the ABE staff--that not all of them had APL as their first priority. Staffs have many other responsibilities such as paperwork and the necessity to attempt to place clients on jobs, job readiness, etc., and

other intervening variables which affected the APL program in many ways.

5. Discussing weaknesses: She felt that progress updates would help; that knowing what is going on and where it is happening would greatly assist the program. In addition, regular dissemination of the information to others also would help.

Another weakness that she saw was in the materials development phase. We discussed the Activity Cards and she stated that the Facilitators certainly were involved in writing and developing them. Usually, they would spend time brainstorming for ideas and there were many revisions before a final draft was ready. She stated that this process included much more time than they had anticipated. Time necessary, the need for additional Activity Cards and the fact that production of cards was an important function of their jobs caused some difficulty for the Facilitators to spend an appropriate time allocation for writing and production of Activity Cards.

The number of Activity Cards available should be larger and will be by the end of this year. The levels of the cards, as she explained, were: the green cards, which were designed for P-1, which is first grade to fourth grade, and they were designed to be used with teachers' assistance. The yellow cards, which are P-2, grades five to eight; and L-2, which are grades nine to twelve and above are the orange cards. And in all cases, they might need some teacher assistance but they were all designed to be fairly self-instructing and self-motivating. She discussed the dissemination problem that they had and the way in which the time spent in preparing cards and reproducing the cards was far in excess of that which they had anticipated. She also said that more than readability determined the level of a card: the kind of activity, number of skills involved, number of steps for completion, etc.

She stated that at first they had checked the reading level of the Activity Cards but now they were simply estimating the readability level because they felt they had a "feel" for it. She stated that she was pleased that an arrangement had been made with Ivy Tech to reproduce the cards for a nominal charge. As with all duplicating work, there had been a few mistakes made. She also stated that in some cases the color-coding, as it was intended, had been inadvertently switched at the duplicating center at Ivy Tech. Again, she said it was very difficult to hold them to rigid delivery schedules and to be very upset with any mistakes that occurred because, after all, they were doing it for a minimal fee.

Continuing our discussion on materials development, she stated that the APL materials file was not being periodically and regularly updated and she didn't really feel that that was the responsibility of the Facilitators. However, she did state that materials are regularly being added to the APL file by Facilitators.

She felt that another strength of the program was the fact that in the process of developing it (APL) the APL Coordination Staff had issued no mandates, but rather had encouraged flexibility without attempting to be overly authoritarian. She also acknowledged that this probably could be a weakness of the program in that some staffers might have preferred more direction and structure rather than "laissez-faire" leadership.

5. She felt that staff turnover was an irritating yet challenging problem. Every time a new person came on board they had to develop their own roles and responsibilities and this often resulted in some confusion on the part of the individuals involved. She also felt that in many ways it was "neat" in the way in which it worked out. There is a training mechanism used to train new staff in a systematic way. This aids them in orientation and subsequent integration into the ongoing program.

Professional Questions:

1. This had been discussed earlier in the interview and was reported.

2. Relating to the criteria for defining student success--she felt that in many cases when she was working with a client, she attempted to model behavior. She said one of the concrete things that she could see was that in some cases the clients began to dress better, they were able to relate better to others and that they had had a positive change in their viewpoint, which she felt was very difficult to report but was certainly observable. She felt that one of the concrete measures, for an example, was the use of the driver's test which they certainly were able to quantify. The student either passed or didn't. It was really a proficiency level examination. Going back to things that were more difficult to assess, she used as an example, budgeting--where you didn't really know if the student was indeed budgeting in the way in which they had been taught through APL activities or not. You tried to ascertain by their behaviors and some of their incidental talk as to whether they were following the budgeting principles, but it really didn't have a concrete measure of "budgeting performance."

4. She came on board in March of 1980 and she felt that it took her at least 3-4 months to establish her relationships with individuals before she was able to function at any level that she was comfortable--a professional proficiency.

5. Certainly she's had the opportunity to have a great deal of input since she was hired on board.

6. Again, her ideas and comments--certainly she has opportunity for expressing them because of her professional position.

7. She felt that through the ODC the program had been sensitive to client needs and the staff continues to tell her this as she travels about her three-county area. She stated that really they had identified from Learning for Everyday Living fifteen of the prime or most common needs and from these needs they had then gone on and found useable materials (workbooks, filmstrips, pamphlets, activity cards), and they were trying to use the Learning for Everyday Living as a guideline. Within each one of the counties, even though they had identified fifteen prime needs the way in which these and other areas of APL were implemented was entirely a county team decision. (County team consists of local ABE staff and ODC staff.)

We then discussed specific counties. In Marshall County-Plymouth they had a number of refugees who had need for English as a second language (ESL) She felt that there were discernable differences. She also felt that in Marshall County they had some middle-aged persons who needed to operate at a functional level and obviously had persons who were in need of a GED. She also felt

that because Plymouth was closer to South Bend that they got what she called more "agency-wise clients" in many cases who put a different flavor to the program.

In rural Fulton County, she felt that the GED played a major part in the clients' objectives and the instructional staff used APL when and if a client expressed a specific need. Because of the background of the clients, (from the elementary school up that they had had drilled in them the idea of attaining a high school diploma and this lent a certain degree of strength and stability to the ABE centers) the major emphasis of the program seemed to be on the attaining of the GED. Again, ABE and ODC staffs tried to be responsive to the clients' perceived needs, and APL certainly lent itself to the clients' needs, which brought about the necessity for "slipping in" the APL program and possibly made it more individualized than group centered. With Cass County, she felt that it probably tended to be more like Plymouth with "agency-wise" individuals involved in it, and certainly there was less emphasis on the ESL program. She did believe that APL was used to address the clients' emotional and social needs. She felt that it (APL) provided a good vehicle for teacher and clients inasmuch as the clients needed praise to feel good about their educational studies/work and to see its immediate applicability and the teachers were certainly able to accomplish these three aims through using APL because it lent itself to immediate success and certainly the fulfilling of immediate needs of the clients. Actually, all three programs had GED as their primary focus but APL was included when needs arose for sure and oftentimes because the staffs perceived a willingness or desire to learn about an APL topic. Some centers were more responsive, in relation to APL needs, than others.

We discussed the way in which she modeled APL approaches or teaching techniques: 1) She modeled group projects in both Cass and Fulton counties--in Fulton, it was presented once or twice and in Cass, models were presented three or four times. 2) In all three counties, (Cass, Fulton, and Marshall) she had modeled several individual project approaches with clients. This seemed to work well for the ABE clients as well as staffs. 3) Each county seems to have a preference for the type of APL approach used most often. In Cass, there seems to be an emphasis on individual projects with some focus on group awareness-type projects. In Fulton, the major emphasis is on individual projects with slight focus on group projects.

While she felt that because of the developing and emerging nature of the total program in Marshall County--Plymouth--that she probably couldn't classify it as yet. They had been undergoing many different changes and staff changes and organizational changes; therefore, it was very difficult to in any way model behavior which might tend to give direction to the program. She did feel that if she continued to model approaches or APL teaching techniques in this area, it might serve as a further opportunity for the individuals involved to ask specific questions and experiment with different approaches.

Model APL approaches or teaching techniques: Facilitator functions as (they recommend) an ABE instructor might in planning and actual facilitation/coordination of an APL project. This is an example for staff; they can choose one of several options. They can simply mimic the demonstrated approach or they can modify it or totally experiment with another approach when they work with clients.

8. She felt that there were simply "super" advantages to the interagency cooperation inasmuch as they were able to confer with different individuals regarding different problems. She felt that "two heads are better than one" and when you were cooperating with individuals, you could often develop ideas and carry them through because you were able to piggy-back--that means you're able to take one person's idea and enlarge and extend it and the other individual may come back and after you've carried the idea through to a certain point the individual comes back and improves again upon the idea--the ultimate result being that no one has sole proprietorship of the idea, yet overall the program moves forward at a much faster rate. Another advantage which she perceived was that because of the linking of the two programs (ODC/ABE), that they too tended to function much better together than one of them would have separately.

   Another distinct advantage was they were able to share the responsibility as well as the work load and serve the client more efficiently. By sharing common linkages and cooperation they were better able to understand the total impact of the program. This understanding, of course, lent itself to a better implementation and ultimately better services to the client/student.

   She also felt that there were disadvantages to the inner-agency cooperation. For instance, she felt that a great deal of time initially was spent in developing the cooperation. She felt the original time spent might have been disproportionate to the perceived returns. Yet, in looking back on it she felt the time necessary to develop the understanding and cooperation (linkages) was well spent. She also felt that with two cooperating agencies (where no one agency or individual had any "domain" or "control" over the other) you had the possibility of having communication bottlenecks; in some cases they were common bottlenecks but sometimes they were different bottlenecks. Communication problems might be intra-agency (within one agency exclusively) or inter-agency (between the two cooperating agencies). The other area which she felt might be a weakness was a confusion in role clarification. There was confusion about roles; as to what exactly the role of each staffer was. We discussed this in terms of the APL "process." The "process" had been discussed at the quarterly meeting held in November in Wabash. A model "process" was demonstrated and discussed. Individual counties were asked to cater or refine the model presented to their individual county needs. Each county team helped to define and identify their own unique "process." Staffs began to implement their "process" and in January and February there were a number of disruptions because of inclement weather and other things and she didn't feel that this "process" inclusion had been experimented with and established with the rapidity she would have liked to have seen.

   Finally, another disadvantage, or perhaps it wasn't a disadvantage, the Facilitator felt that there was this role clarification confusion among staff (both ABE and ODC) because individual expectations of their own job role and function in APL implementation might (and usually does) differ from another person's expectations. This difference of opinions is a "given" yet it does need to be approached and dealt with by those involved. She felt it was necessary to adjust your personal expectations to realities of your job and to express or clarify your own expectations regarding the functioning of other staffers within the components of both programs.

Summary of interview held with Professional "G" at Site "C" on Monday, March 16, 1981.

1. When the ODC Centers were originally started, they were intended to use individual referral mechanisms. The individual stated that the IOOD knew that they didn't have ABE service in every county in the balance of state area and that they had, for instance, organized a mobile van project to solve this problem. Then approximately three years ago, the contract was changed and called for establishing adult basic education service which includes van projects to all counties in the balance of state area. In discussing the APL section, the individual felt that he might have a responsibility to oversee the program. They were to look at the economically disadvantaged, do an assessment, and come up with an employability plan. The overall aim of the program is to provide the individuals with the necessary education and skills to become employed independent of the public sector. They were to place individuals into unsubsidized employment, to train them to search, obtain and retain employment. As the educational component was there it should be used, but employability was the ultimate objective of all facets of the program. Some of the barriers to obtaining employment were having saleable skills or job-seeking skills, and the APL section of the ABE as well as the pure ABE, if such is possible, this matches the ultimate objectives of IOOD and that is again to cope with everyday skills within the community with the idea of obtaining and keeping a full time job. He felt that the communication of these overall aims was responsive to the teaching staff and was the responsibility of the DIP staff. His primary function was the promulgation of various regulations; to take and try to work within the existing guidelines in order to implement the overall and ultimate aim of employability of individuals. He also felt that there was probably a difference in philosophies between the two programs--and that is, there was the academic approach, which probably would best be exemplified by the teachers and the Adult Basic Education staff. Then there was what he felt was what he called the grassroots approach. That is it is up to the ODC to develop an individualized plan to affect individuals' employability. So long as the ODC's meet the guidelines and regulations, it is pretty much their responsibility.

   We then discussed the area of testing. He felt it varied from ODC to ODC Center--that was to the extent that the persons administering the test felt comfortable. He did mention the discussion of the testing program which had taken place at the Wabash Conference, and he also said that IOOD had instituted a plan to attempt to get some sort of statewide standards by October 1, 1981. This is still in the development stage. Regarding the matter of who does the testing, the IOOD did have a federal mandate to do an assessment, an indepth assessment of each individual; therefore, testing was an integral part of the overall statewide program. He certainly was aware that in some cases this represented a duplication of testing; but there still was a matter of client confidentiality regarding the sharing of information and the releasing of the results without obtaining the client's consent to the information release.

4. We discussed the roles of the Facilitators which he felt was to direct and demonstrate projects both to the ODC's as well as the ABE Centers. He felt that this was an extremely difficult job, but from his level he felt that it was most important to let the various areas in ODC implement their program as they saw it applying to their area with the use of the available ABE staff and Facilitators. He felt it was most important to have this develop on an individual basis and given the maximum degree of freedom permitted within regulation and law.

5. He felt that the ODC's were not in the business to recruit for the ABE's or for vocational skills training centers. Rather he felt that they were in the business of using these facilities to the best interest of their clients, reemphasizing that their job was not to make sure the classrooms were filled or the vocational centers were utilized but rather that these service facilities were utilized to the best interest of the ODC clients based upon the employability plan. He did feel that in some cases this emphasis and direction as he perceived it may not be perceived by all of the persons involved in the program.

Summary of interview held with Client Services Coordinator at Site "C" on Monday, March 16, 1981.

1. The individual's job is to coordinate the day to day activities of the county representatives such as, standardize intake procedures as well as application procedures, grievance procedures, the establishment of the priority system. With regard to the administration of tests, this really is not covered within his job, but he does know about the APL survey. He referred to the meeting at Pokagon, at which the county representatives discussed the testing program; and his view is that the responsibility rests with the county representatives because that is what was outlined in the county representative job description. Regarding APL profile sheets--he felt that there was a stronger push for APL from the Facilitators at the present time and he felt that his support of the entire program was quite indirect and was primarily through the APL education coordinator. This is with regard to APL development such as Activity Cards. With regard to the overall APL push he has a direct support link with the county representatives.

2. Defining success in APL he felt that the criterion measure really was that the client "grasps something." He also felt a very strong use of community resources lay within the program and he used as an example some of the units--the buying of a used car and other type activities that he felt were very strongly client oriented and directed toward the satisfaction of immediate and everyday needs.

4. He felt the strengths of the program were that the individual participants had their individual needs met at a very basic level, and he felt that APL was a somewhat comprehensive effort. He also saw the interest on the part of ODC's and ABE centers in the program as being somewhat of a see-saw. He explained that when the ODC's were excited, the teachers might be somewhat cold; and that when the teachers and the ABE personnel became excited, by that time the county representatives and other ODC staff might have cooled off. He saw this as somewhat of a problem within the program, although it is less of a problem now than it was a year ago.

5. Regarding perceived weaknesses or areas of improvement, he felt that one of the areas could be in the ODC administration. He felt he'd like to see more support for APL from the ODC administration and he felt that an effort should be made to try to rethink the approach. That is where the county teams felt a high degree of personal ownership or proprietorship of the program. When he looked at a county team he was talking about both the ODC and the ABE Center's as members of the county team.

We discussed his perception of the Activity Cards and he felt that there were close to one hundred now in each county. He felt that the use of them requires motivation on the part of the client not only as a way to do APL but the clients had to see the need for the material that they were covering.

We discussed Learning for Everyday Living and he felt that it was good as it broke down all the different areas into objectives and specifics and was a very good guide to begin with and depart from. We then discussed the vertical file, and he said that he simply felt that it probably sat out there and there was very little development and very little use made of it. He felt it could be a valuable tool if used properly. One reason it probably isn't used is that the materials in the vertical file have a reading level that is too high for the APL participant. The time it takes for revision of the reading materials to a lower reading may not be the most cost effective approach. One doesn't have to read a lot to participate in an APL project. He felt that it was more of an experiencial program than a "book" or "pamphlet" oriented program.

Summary of telephone interview held with ABE Administrator "M" on Monday, March 23, 1981.

1. The individual stated in response to the question regarding everyday skills that he considered himself an observer of the program as he had a competent teacher who led and implemented the entire program. He felt that one of the basic objectives of APL was to help with living skills and that the teacher that he employed used a great deal of imagination in accomplishing the overall gaols of the program.

3. He felt it very difficult to make an estimate of the time which students were enrolled in the program. However, he felt that a three-six months span might be a good estimate. Yet he felt probably the best way of ascertaining these data was to check with the teacher. (Teacher was previously interviewed.)

4. He perceived the measured strengths of the program were that they tended to fill the individual's needs. The clients that they served were aware that they needed more help and the APL program provided them with an opportunity to satisfy these needs and eventually obtain employment, function more effectively as an individual, and feel that they indeed were a contributing member of our society.

5. He really perceived no problems with the program because the teacher perceived no problem that he was aware of and he felt that the best way to determine any problems or need for improvement was to consult with the teacher. As he was concerned, things were operating very smoothly and he certainly assumed that they would continue to do so.

Professional Personnel:

1. Regarding the exchange of information--he felt he was in very close touch with the ODC offices with which he worked. He also felt that he was in close touch with the state level persons, particularly with the DIP and with IOOD. He evidenced a great deal of respect for the professionalism they exhibited and the amount of help he was able to receive if he needed it, particularly from their level. He also felt that the director of Area B was an extremely fine person to work with and he felt a sense of close cooperation. At his administrative level this was, he felt, the prime responsibility that he had --to ascertain if things indeed were working smoothly and if they were, to continue to maintain it and if they were not, to affect additional liaison with the proper IOOD and DPI officials.

2. He did not feel that he really could define specific criteria for student success in the APL program. He felt that this was not only a problem for the APL program, but he felt that it was a problem that many areas of education where the changes which came about in individuals were very difficult to ascertain and define and yet if you were in the helping professions you had a very difficult time proving that you had helped.

4. He had not been in the program from the beginning, in his perspective, as he had sent his teacher who was in charge and he felt it was simply his job to make her job easier to implement the program by providing the necessary administrative support where needed.

7. He really did not feel that the individuals being in his service in his county had unique needs within the county; rather he felt this was a fallacy, but he felt that there was a strong core of human endeavor to be harnessed and human needs to be satisfied and human expectations to be achieved and that these were quite common throughout the populace generally.

8. Regarding the matter of working with other agencies, he felt that there was a great deal of cooperation between IOOD and DPI. He felt this spirit of cooperation, and he particularly mentioned individuals in the IOOD who had been quite helpful to him. He said he thought it was absolutely great and that as we move into the decade of the 80's that we simply have to havemore such cooperation based upon serving common interests and needs as well as the sharing of resources.

Summary of interview held with Professional (County Representative) "D" at Site "B" on Tuesday, February 17, 1981.

1. He mentioned the way in which the students came into the program, describing the standard testing program and interview processes. In addition he pointed out that they did have a waiting list and that they did have a priority system by which they assigned students which the highest possible number you could obtain was 26. The staff became very concerned with persons who had ten or over. This priority system included the identification of serious economic problems and dependency--the status of their dependents. These data became a part of the team assessment process. He also mentioned that he held his orientation with the people who were coming into the program on Wednesday, on a regular basis, and Friday was usually reserved for group testing. They used the TABE, the WRAT, and Gates Reading tests. He pointed out that it usually took two weeks to a month to process a person through the system. He stated that the clients had one more appointment with the counselor during which they would work out a personal project--usually a narrative of what they were going to study and an employability plan. After all of this was completed, as a part of the team assessment process, if the team agreed, they would implement it. He stated that the team was not a rubber stamp of this process. If the team members felt it should be changed, it would be changed. It was simply a matter of everybody agreeing that this was the program to be followed.

2. He mentioned the acquisition of everyday skills. For instance, the fact that the clients wanted jobs. One of the first things he mentioned was the driver's license. Then the matter of handling their personal finances--money matters, budgeting, banking, consumer education, comparative shopping. He also mentioned the necessity for adequate writing skills and health care.

3. He felt the normal time was nine months to a year.

4. He felt the APL was "dead center" on daily living skills. He felt the GED classes centered on books while the APL's application skills were quite valuable. APL is day in and day out living skills and he felt that the APL program increased the survival rate of the clients, particularly as it related to employability, which was the overall objective of the total CETA program.

5. He wished there were an easier way to implement APL. He said he felt APL was good. To get into the APL program he felt was a "nightmare." He felt that better use could be made of time between the APL Facilitator and County Representative. He felt that he had a problem at times getting to her; that it was probably as much his problem as it was hers; but he did feel that there definitely was a problem in scheduling time. He appreciated the fact that the Facilitator was there for two hours one day a week, but he also felt that more time could and should be available. In addition, he felt that he would like to have more time with the teacher. He realized that the Facilitator was only temporary to get the program started, and he felt that the success or failure of the program then lay with the teacher and that their communication time was limited.

Professional Questions:

1. He pointed out that the teacher sits in on the assessment team that meets once or twice a month. At this meeting the team runs down the list of clients for progress reports. They do not share these progress reports with the clients. It's strictly at the professional level.

2. He felt that sucess was in the attainment of the goal that the clients set for themselves and had been successfully completed. He then shared goal sheets and showed several examples where the teacher and the client has worked out their goals and showed the way in which progress was reported. He felt for their particular situation, these were working very well.

3. He shared with me the APL survey booklet published by the American College Testing Program, Form ASI, and showed me the way in which the test was administered by the teacher and he stated that he corrected it and then he and the teacher talked about the results of the test in addition to the use of a survey sheet which was somewhat coordinated with Learning for Everyday Living. He illustrated the way in which these two pieces were then coordinated with the goals and objectives sheet. He stated that he had several meetings with the APL Facilitator and the Education Specialist....said that they had provided several different sheets and suggestions for using reporting forms and these are the ones that they had developed.

5. He felt that he had been involved from the beginning. He had input into the program and he felt that it was listened to.

7. He certainly felt that the materials were adapted to the needs of their county and clients.

8. Regarding interagency cooperation, he felt that there was a good cooperation. He had been involved with a series of meetings in Indianapolis in which Learning for Everyday Living had been discussed. He did feel that there was a certain lack of feedback regarding these meetings. He had a high regard for the DPI coordinator--particularly when they had had some problems of moving some classroom space. He felt that the director of the vocational school, who was involved with the administration, had been extremely cooperative.

APPENDIX E

MISCELLANEOUS DATA COLLECTED IN CONNECTION WITH THE ABE/APL SIX COUNTY STUDY

This is summary of a luncheon which I attended followed by the group evaluation session held every two weeks at Site "C".

I had been invited to attend this team assessment session when I called to interview. I readily accepted and was told I could bring my brown-bag lunch, which I did. When I arrived on site I found out that they had made arrangements to obtain fried chicken. I'm sure this was done because of my presence. It was certainly most welcome but uncalled for, however, very deeply appreciated.

Lunch moved along with very pleasant conversation. A great deal of general information was shared by the teachers with each other. Following the luncheon, the ODC counselor then took out the complete list of students and very meticulously a name was mentioned, the county representative, the counselor, and the two teachers involved gave much detailed information. The counselor had all student records there. If there was a question about any student's progress, the records were checked. The teachers gave their impressions of the progress being made. The progress in the educational program was checked on the folder of each student. Where APL was involved, the individual successes or areas of concern for each student were checked; and if there was a question, notes were made in order that further details could be telephoned in the next day.

The conference was carried out in a very businesslike manner. Each student's progress was checked; notes were made to the previous conference. If there were attendance or other problems which any one of the four individuals involved had been able to discover, these were immediately checked out and notes made.

This seemed to be a most efficient and well organized form of mutual cooperation and sharing of data.

APPENDIX F

READABILITY INDICES OF ACTIVITY CARDS

Green = 0 - 4 (P-1)
Yellow = 5 - 8 (P-2)
Orange = 9+ (L-2)

D/C = Dale-Chall
Fog = Fog Index
Fls = Flesch Grade Level
Smg = Smog Index

Readability indices were computed using the Micro Line Program, Random House, Inc., 1981.

Objectives were identified from Learning for Everyday Living.

TABLE 1a

READABILITY INDICES OF ACTIVITY CARDS - GREEN LEVEL

L#	Objective	Obj LEFL*	Readability Index D/C (1)	Fog (2)	Fls (3)	Smg (4)	Avg. 1/2/3
1.	Use coupons to save money	CE-8	7.1	7.1	6.7	8.0	6.9
2.	Learn to read...sales pam.	CE-8	6.9	3.3	6.4	4.9	5.5
3.	Compare prices...best buy	CE-8	6.5	5.9	5.5	7.9	5.9
4.	Use a sales pamphlet...	CE-8	6.8	4.7	6.0	6.6	5.8
5.	...cost of meal in rest.	CE-11	6.3	4.0	5.2	6.5	5.1
6.	List your housing needs	CE-13	6.6	5.9	5.8	7.5	6.1
7.	Read shortened words...	CE-13	6.8	6.0	6.1	7.6	6.3
8.	To choose a career	OK-3	7.0	7.2	6.5	7.9	6.9
9.	To learn...career choice	OK-3	6.6	6.7	5.7	7.3	6.3
10.	To learn basic first aid... summertime hazards	H-1	7.3	6.5	7.1	7.3	6.9
11.	To learn basic first aid	H-1	7.2	8.0	6.8	7.1	7.3
12	... info...poison control	H-1	7.7	8.7	7.9	8.2	8.1
13.	...good driving...poor... think of time...accident	H-1	7.3	8.0	7.1	8.3	7.4
14.	...good driving...poor... while driving take note	H-1	6.5	5.3	5.5	5.0	5.7
15.	...foods for emergencies	H-1	6.5	5.8	5.5	6.5	5.9
16.	Prevent having unwanted...	H-4	7.1	6.8	6.6	7.7	6.8
17.	...helping child build...	H-5	6.5	5.8	5.6	6.5	5.9
18.	...take child new places	H-5	7.4	9.1	7.2	8.2	7.9
	without list of places		6.5	5.9	5.6	5.8	6.0
19.	...cancer in women	H-7	7.7	8.1	7.8	8.0	7.8
20.	...cancer in men	H-7	7.7	8.3	7.8	7.7	7.9

(continued on next page)

TABLE 1b

L#	Objective	Obj LEFL*	Readability Index D/C (1)	Fog (2)	Fls (3)	Smg (4)	Avg. 1/2/3
21.	...food your body needs	H-10	6.2	4.2	4.9	3.0	5.1
22.	...effects of alcohol talk to someone...	H-11	6.7	6.0	5.9	8.0	6.2
23.	...effects of alcohol Ask your teacher...	H-11	7.4	8.0	7.2	6.8	7.5
24.	...effects of alcohol Go to these places...	H-11	8.5	12.6	10.8	8.1	10.6
25.	...effects of alcohol... Ask teacher...filmstrip	H-11	7.4	8.0	7.2	8.1	7.5
26.	...list of emergency phone	CR-4	7.7	8.9	7.8	8.5	8.1
27.	Identify transportation	CR-7	7.0	5.6	6.4	7.7	6.3
28.	...road sign shapes	CR-7	6.1	4.8	4.8	5.7	5.2
29.	Use a road map...	CR-9	6.6	4.0	5.6	5.4	5.4
30.	...driving courtesies	CR-13	7.4	6.5	7.2	7.9	7.0
31.	...visit...license branch	CR-13	7.5	8.4	7.5	7.6	7.8

TABLE 2a

READABILITY INDICES OF ACTIVITY CARDS - YELLOW LEVEL

	Objective	Obj. LEFL*	Readability Index D/C (1)	Fog (2)	Fls (3)	Smg (4)	Avg. 1/2/3
1.	Compute sales tax	CE-3	6.9	4.8	6.3	6.6	6.0
2.	...ways to save money	CE-4	6.9	5.3	6.2	6.1	6.1
3.	...good shopping habits	CE-4	7.0	6.2	6.4	6.3	6.5
4.	...prices with coupon	CE-8	6.9	5.1	6.3	6.3	6.1
5.	Use a sales pamphlet	CE-8	Repeat/ See data Table 1a, Line 4				
6.	Use coupons to save money	CE-8	Repeat/ See data Table 1a, Line 1				
7.	Learn to read...sales pam.	CE-8	Repeat/ See data Table 1a, Line 2				
8.	Compare prices...best buy	CE-8	Repeat/ See data Table 1a, Line 3				
9.	Read a menu...order...	CE-11	7.0	5.1	6.5	6.5	6.2
10.	shop for home furnishings	CE-12	7.1	7.1	6.6	8.2	6.9
11.	Read shortened words	CE-13	Repeat/ See data Table 1a, Line 7				
12.	List your housing needs	CE-13	Repeat/ See data Table 1a, Line 6				
13.	Find info....rent apartment	CE-13	Data not available (5/15/81)				
14.	Find...available housing...	CE-13	Data not available (5/15/81)				
15.	Learn...self-service gas...	CE-14	Data not available (5/15/81)				
16.	...services...bank(Savings)	CE-16	Data not available (5/15/81)				
17.	...conserve gasoline.	CE-20	Data not available (5/15/81)				
18.	...Help Wanted Ads.	OK-1	7.1	6.6	6.7	7.7	6.8
19.	...employer expects...	OK-6	7.4	7.7	7.3	8.6	7.4
20.	...career values...volunteer	OK-8	7.6	9.8	7.7	9.9	8.3
21.	learn basic first aid	H-1	7.2	8.1	6.9	7.1	7.4
22.	safely prepare...store food	H-1	7.7	8.5	7.9	8.4	8.0
23.	develop good driving...	H-1	6.7	6.8	6.0	7.0	6.5
24.	learn...traffic safety	H-1	8.0	9.8	8.8	8.9	8.8
25.	...handling food safely	H-1	7.6	8.1	7.6	7.9	7.7
26.	...first aid...summertime	H-1	7.4	8.6	7.2	8.0	7.7

(continued on next page)

TABLE 2b

L#	Objective	OBJ. LEFL*	Readability Index D/C (1)	Fog (2)	Fls (3)	Smg (4)	Avg. 1/2/3
27.	...store food...refrig....	H-1	8.2	9.7	9.4	9.4	9.1
28.	...healthy diet...pregnancy	H-3	6.9	7.6	6.3	6.0	6.9
29.	...reasons...have a child	H-4	7.0	6.2	6.4	6.6	6.5
30.	Prevent having unwanted...	H-4	Repeat/ See data Table 1a, Line 16				
31.	...child deal with stress...	H-5	7.3	9.0	7.0	8.0	7.7
32.	...using discipline with...	H-5	6.7	5.4	6.0	7.7	6.0
33.	...child's self-confidence	H-5	7.1	8.4	6.7	7.1	7.4
34.	...cancer in women.	H-7	7.8	9.1	8.1	8.4	8.3
35.	...decisions...sexual...	H-7	7.2	7.5	6.9	8.7	7.2
36.	...cancer in men	H-7	7.7	8.6	7.8	8.4	8.0
37.	...consequences of...inter.	H-7	8.2	11.2	9.6	10.0	9.6
38.	...dangers...of smoking	H-7	6.5	4.3	5.5	5.7	5.4
39.	...plant a garden,..	H-10	6.9	6.7	6.2	6.9	6.6
40.	...effects of alcohol... teacher...filmstrip	H-11	7.0	7.3	6.5	7.7	6.9
41.	...effects of alcohol... local library	H-11	7.6	9.5	7.7	7.3	8.2
42.	...write a want ad	CR-4	6.2	5.7	5.0	7.3	5.6
43.	...list of emergency phone	CR-4	Repeat/ See data Table 1b, Line 26				
44.	...children's book and read	CR-5	6.7	5.6	5.9	7.4	6.0
45.	Give correct directions	CR-9	6.8	6.9	6.1	7.8	6.6
46.	Use a road map...directions	CR-9	7.0	7.0	6.5	8.4	6.8
47.	Use a road map...mileage	CR-9	Repeat/ See data Table 1b, Line 29				
48.	...driving courtesies	CR-13	Repeat/ See data Table 1b, Line 30				
49.	list rules...safe driving	CR-13	7.1	7.4	6.7	6.1	7.0
50.	...contact...legal rep....	G&L-4	7.5	7.4	7.4	8.4	7.4

TABLE 3

READABILITY INDICES OF ACTIVITY CARDS - ORANGE LEVEL

L#	Objective	Obj. LEFL*	Readability Index D/C (1)	Fog (2)	Fls (3)	Smg (4)	Avg. 1/2/3
1.	Shop for a refrigerator(A)	CE-8	7.6	7.6	7.6	8.7	7.6
2.	Shop for a refrigerator(B)	CE-8	7.7	8.9	7.8	9.0	8.1
3.	Shop for a refrigerator(C)	CE-8	7.6	7.3	7.6	8.1	7.5
4.	Shop for a refrigerator(D)	CE-8	6.9	6.5	6.3	7.7	6.5
5.	Shop for a refrigerator(E)	CE-8	6.9	6.3	6.2	7.7	6.4
6.	...information...career...	OK-3	7.5	7.4	7.5	9.0	7.4
7.	...job application...	OK-5	8.6	10.9	11.5	10.3	10.3
8.	...employer expects...	OK-6	Repeat/ See data Table 2a, Line 19				
9.	...career values...	OK-8	Repeat/ See data Table 2a, Line 20				
10.	...food safely...emer....	H-1	7.4	9.3	7.3	7.9	8.0
11.	...decisions...sexual...	H-7	Repeat/ See data Table 2b, Line 35				
12.	list rules...safe driving	CR-13	Repeat/ See data Table 2b, Line 49				